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ABSTRACT

The influence of mother-tongue interference is examined on the basis of data from two tests at different levels of English proficiency: a commercial-college level, covering 4-5 years of English studies, involving a composition and translation test, and a preuniversity level, covering 7-8 years of English studies, with a multiple-choice test. A distinction between choice problems and organization problems pinpoints differences in the learning of English between Finns and Swedish-speaking Finns. The difference in errors made by Finns and Swedish-speaking Finns is analyzed; attention is focused mostly on article and prepositional errors, errors of subject-verb concord, errors of subject-verb word order, and spelling and vocabulary errors. The influence of the diiferent test-types is also discussed. The results indicate that there may be a difference in language-learning strategy between the two language groups. The volume concludes with a 444-item bibliography of error analysis, contrastive linguistics, language acquisition and language learning, and language testing, together with a list of other bibliographies. (Author/CLK)

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ERRORS MADE BY FINNS AND SWEDISH-SPEAKING FINNS IN THE LEARNING OF ENGLISH

edited by Håkan Ringbom and Rolf Palmberg

Working papers by members of the error-analysis project, Department of English, Åbo Akademi

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PREFACE

In September, 1974, a project financed by the Academy of Finland was set up at the Department of English, Åbo Akademi, to investigate the differences in errors made by Finns and Swedish-speaking Finns learning English. The present volume shows some of the work so far produced by this small group. A number of M.A. theses on related topics are further on the way.

In the compilation of material we have been helped by, among others, Kjell Pensar, Kerstin Finnberg and Mariann Sjöholm.

These studies form volume 5 of the working papers in applied linguistics (AFTIL= Arbetsgruppen för tillämpad lingvistik vid engelska institutionen vid Åbo Akademi) by the department of English, Åbo Akademi.

We are grateful for all comments and suggestions that can improve the final outcome of the project.

February, 1976

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WHAT DIFFERENCES ARE THERE BETWEEN FINNS AND SWEDISH-SPEAKING FINNS LEARNING ENGLISH?

Håkan Ringbom

The role of the mother tongue in foreign-language learning has not yet been satisfactorily explained. It is generally agreed today that the mother tongue is an aid rather than an obstacle in the process of learning another language, but exactly how it influences this process has not been established.

In Finland, conditions seem to be uniquely favourable to an investigation of this problem. The country has two official languages, Finnish and Swedish, which are not related to each other. Finnish is spoken by more than 92% of the population, whereas about 6-7% have Swedish as their mother tongue.

For a long time, there has been no language conflict in Finland. The two language groups share a common cultural heritage, and essentially most Swedish-speaking Finns today regard themselves not as a separate nationality within Finland, but as primarily Finns, with merely a mother tongue different from the majority of the population. Thus two groups, linguistically completely different, have an indisputable educational and cultural unity, which would be difficult to find elsewhere.

At Åbo Akademi's Department of English a project (financed by the Academy of Finland) has been set up to investigate the different types of errors Finns and Swedes (i.e. Swedish-speaking Finns) make when learning English. An ultimate aim is to shed more light on the part actually played by the mother tongue (L1) in the learning of a foreign language (L2), and also to provide some conclusions relevant to English teaching in Finland.

The material so far examined consists partly of recent entrance examinations to the Department of English, and partly of special tests designed for a considerably lower level at a commercial college, where very few of the students are academically inclined. Also, the computer-analysed figures from the national Matriculation Examination in English have been taken into account. On the other hand, texts written by university students of English have not yet been thoroughly examined, mainly because most errors made at this advanced stage show much less of obvious L1-interference.

The students at the Swedish-medium university of Åbo Akademi are drawn from both language groups in Finland, the percentage of Finnish-speaking students being around 25. Often, however, a majority

of the candidates applying for a place at the department have been Finns. If the results of the top twenty candidates in the entrance test are examined, the Finnish applicants attained the following ranks:

1972	Numbers 1,7,9,11,13,15,17	(total 7 out of 20)
1973	3,7,9,11,12,13,17	7
1974	6,7,8,12,13,14,16,20	8
1975	5,15,17,19	4

The best results have generally been obtained by a fairly small number of Swedes, and since more than two-thirds of the applicants are refused, the percentage of Finns accepted has been considerably smaller than that of the Swedes. Still, there is not a very great difference between the mean results of the two language groups. Since it might also be of interest to examine the differences between the language groups in the different parts of the test, the following table shows the total results for the entrance examination and the results inits different subsections:

Table 1 Results from entrance examinations 1972-75 with standard deviation (SD)

1972	Finns (N=56)		Swedes (N=69)	
Section	mean	SD	mean	SD
A. Reading Comprehension (9)	6.7	1.6	7.4	1.3
B. Grammar (45)	35.2	2.9	36.0	3.7
C. Vocabulary (70)	45.6	7.4	48.7	8.3
D. Pronunciation (5)	1.6	1.0	2.2	1.1
E. Composition (20)	8.1	3.0	9.3	2.3
TOTAL (149)	97.7	11.7	103.5	12.6
1973	Finns (N=57)		Swedes (N=55)	
Section	mean	SD	mean	SD
A. Grammar (56)	37.8	4.1	41.5	4.9
B. Vocabulary (50)	29.6	5.9	28.8	8.1
C. Pronunciation (24)	16.8	2.7	18.4	2.4
D. Composition (60)	29.8	10.2	35.1	7.8
TOTAL (190)	114.0	16.3	124.2	16.7

Table 1, cont.

1974	Finns (N=63)		Swedes (N=45)	
Section	mean	SD	mean	SD
A. Grammar (15)	9.8	2.0	10.9	1.8
B. Articles (15)	12.4	1.7	14.2	0.9
C. Prepositions (15)	10.5	1.7	11.4	1.5
D. Vocabulary (30)	19.2	4.5	22.8	4.3
E. Spelling (28)	20.7	2.7	21.5	2.6
F. Pronunciation (38)	19.7	8.6	22.1	8.3
G. Composition (40)	27.4	6.4	30.4	4.6
TOTAL (181)	119.3	18.0	133.3	17.6

1975	Finns (N=42)		Swedes (N=58)	
Section	mean	SD	mean	SD
A. Sound Recognition (110)	87.1	4.0	90.8	3.2
B. Partial Dictation (76)	42.9	9.6	52.4	7.5
C. Cloze (156)	89.5	13.0	92.9	13.4
D. Grammar & Vocabulary (23)	14.5	2.9	14.9	2.5
E. Composition (80)	53.5	5.7	54.9	5.3
TOTAL (445)	287.4	27.4	305.5	22.0

This table shows that on the average the Swedes have generally done consistently better than the Finns, but not very much better. There is one exception to this, and that is the test in partial dictation (only in 1975), where the difference is considerable in favour of the Swedes.

A partial dictation test primarily tests listening comprehension, and it thus appears that this would be the area where Finns, as compared with Swedes, would meet the greatest difficulties. On the whole, tests of receptive skills can be expected to yield better results for Swedes than tests of productive skills, since it is above all in these skills that positive transfer from the mother tongue takes place.[1]

However, like listening comprehension, reading comprehension, too, is a receptive skill, and results from the national matriculation examination in English which includes both listening comprehension and

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1 Cf. W F Mackey, "If (a learner) ... is learning simply to understand the language, the greater the similarity between the first language and the second, the easier the latter will be to understand. In using the language, however, it is the similarity that may cause interference by the misuse of such things as deceptive cognates." Language Teaching Analysis, London, 1965, p. 109.

reading comprehension also show a difference between Swedes and Finns. From the two years during which the "new type" of foreign language examination in English has been in operation the following tables of mean results can be compiled:

National Matriculation Examination

		1974	1975
Listening Compr. (30 items)	Fi.	19.7	21.6
	Sw.	22.4	24.8
Reading Compr. (30 items)	Fi.	24.1	22.8
	Sw.	25.7	24.7

While the differences in reading comprehension are 1.6 (1974) and 1.9 (1975) in the Swedes' favour, the differences in listening comprehension are higher, 2.7 and 3.2.

Some further hints about the Finns' difficulties in perception and discrimination can be found from an analysis of spelling errors. Exact figures from spelling errors in our material are not yet available, but a few general trends can be discerned.

The first quite obvious point to be made about spelling errors is that they depend on what type of test they occur in. In a dictation or partial dictation test, the error may occur at any stage in the process involved, but usually a large proportion of errors are due to faulty perception and discrimination. In a composition or translation, on the other hand, such errors are much less frequent, since the student generally at least thinks he knows the words he uses. In these tests the explanation of the error must generally be sought in the later, productive stage, where the student fails to find the correct Wortbild, the right graphemic realization of the word.

In a dictation test Finns make many more errors than Swedes, and most of these errors are due to faulty perception and discrimination. If an error occurs at the phonemic level only, the version Finns produce tends to give an entirely different pronunciation of the word. Examples are *obbortunity pro opportunity, *gloud pro cloud, and *jatting pro chatting. On the other hand, when the spelling produces the same pronunciation as the original, e.g. *receaved pro received, Swedes seem to make at least as many mistakes as Finns of this type.

Another difference that can be observed is that where Swedes go wrong they usually do so at the phonemic level only, i.e. they substitute wrong phonemes, whereas Finns make many more errors which substitute wrong words, not phonemes. Perception of word boundaries also causes greater difficulties for Finns than for Swedes.

compositions and translations error frequencies are not notably different for the two language groups. Even here, however, where errors normally occur at the phonemic level only, a difference in type of errors can be seen, in that many of the errors made by Finns are ultimately due to perception difficulties. The well-known difficulty for Finns in distinguishing /p,t,k/ from /b,d,g/ in the Germanic languages is particularly evident.

However, the perception and discrimination of individual phonemes is probably not the main reason for the poor results of Finns in tests where listening comprehension figures prominently. There seem to be other, more important causes of errors which are due to differences between Finnish on the one hand and Swedish and English on the other in the perception of larger units.

One factor of importance here is stress. In Finnish, the stress is always on the first syllable of a word, whereas the stress in English is similar to that in Swedish in that the stress is usually on the first syllable but not invariably so. Finns have thus lost an important clue for the discernment of word boundaries.

Another difference connected with word boundaries is the existence of both initial and final clusters of consonants in Germanic words, a phenomenon which is not paralleled in Finnish (except in loanwords). For Finns this is another loss of clues to word boundaries, which will be relevant particularly at the early stages of learning.

A linguistic feature in Finnish, but not in English or Swedish, that also contributes to a clear expectation of word boundaries is vowel harmony. If Finns meet an /ä/ or an /ö/ immediately following an /a/, /o/, or /u/, they are used to assuming that there is a word boundary between these syllables or that the word is a compound.

One of the differences between a spoken and a written medium is that the spoken medium is linear in that one cannot go back and ponder upon what was said earlier. It may well be that this uninvestigated time factor is responsible for a difference between Swedes and Finns in comprehending spoken English. Not only may the lack of immediately obvious associations with similar words in their L1 require a longer time for the understanding process of the Finns and thus cause greater difficulties on both the receptive and the productive side. We also have to reckon with the fundamental difference in structure between the Germanic languages and Finnish. Finnish is an agglutinative language where productive suffixes carry a lot of information. It contains greater syntactic redundancy than Swedish or English, and concord, especially in the noun phrase, plays a

very prominent part. In his L1 a Finn is used to be given a large number of syntactic clues, not all of which are essential for the semantic interpretation of the message. When he is learning to understand spoken English, where such clues are much more sparse, the time to interpret the message may not be sufficient, and comprehension can be expected to be impaired much more than for a Swede in the same situation. A field of interesting psycholinguistic experiments, perhaps also with nonsense language, lies open here.

In analysing grammatical errors, it has seemed sensible to concentrate on a few areas where Finnish differs from the Germanic languages. One obvious area is the use of the articles, where Finns lack a reference frame in their L1. Word order is another promising area, for different reasons. In a synthetic language such as Finnish, subject-verb word-order is relatively free, whereas both English and Swedish have much more fixed rules for inversion. Further, subject-verb concord might provide interesting comparisons. In Finnish the present indicative forms of the verb are inflected in all persons, both singular and plural. In Swedish, on the other hand, there is only one verb form for all persons. In this respect English, with its third person -s ending, occupies an intermediate position between Finnish and Swedish.

Detailed analyses of grammatical errors in two tests at different levels of difficulty are found in the other papers in this volume. I shall here confine myself to a summary of the findings and compare them with results obtained from other similar tests.

To begin with the articles, Finnish intermediate learners of English certainly have great problems as compared with Swedes. The table compiled by Granfors and Palmberg (p. 21, this volume) shows that at least some Finns even at this stage (after an average of 5 years of English) seem unaware of the existence of the system of English articles. The lower their general standard the greater is their tendency simply to ignore the articles, i.e. they usually omit the article where it should be used, and seldom insert it where it should be omitted.

However, at a later stage the Finns seem to reach almost the same stage as the Swedes, at least in answering questions of the multiple-choice or blank-filling type. The following table (p. 7) shows the results (percentage of correct answers) in the entrance tests to the Department of English, Åbo Akademi.

Table 3 Percentage of correct answers, articles

	number of items	Finns	Swedes
1972	6	65.2	67.1
1973	17	73.0	76.9
1974	15	82.7	94.7

The type of test used may well be relevant to the small difference between the two language groups. For, if there is anything striking in this table it is that the differences are not greater.[2] Test items on grammar trap students who are poor in certain areas of grammar, but a good knowledge of such grammatical traps as are set in the test items does not guarantee communicative competence. In fact, test items of this kind do not discriminate very well at this relatively advanced level. The candidates' essays would probably tell us more, but the number of article errors they contain is rather small and the data have not yet been fully assembled.

It is dangerous to speculate on the general differences between Finnish and Swedish schools (the candidates come from a large variety of schools), but we should remember that in view of the lack of a reference frame for Finns, Finnish teachers are acutely aware of the difficult learning problem of the articles. Thus the emphasis on mastery of grammatical rules, at least where the articles are concerned, may well be stronger in Finnish schools. However, the difficulties and labour involved in testing such a hypothesis are too great to be worth the effort.

In subject-verb concord, a contrastive linguistic analysis would seem to predict that Swedes have a greater learning difficulty, since they go from a simpler system with no present tense endings for the verb to a more complex one, whereas Finns go from a more complex system with endings for all persons to a less complex system, where only the third person has a marked form with an -s ending. The Swedes perceive the -s as redundant in terms of their own system and can therefore be expected to omit it very frequently, whereas the Finns are merely subjected to the

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2 Oller and Redding found that in the use of English articles there was a difference between learners whose L1 has formal equivalents and those whose L1 has not: "G1 (students whose native languages have formal equivalents) performed better on the test of article usage than G2 (students whose native language did not have equivalents for the English articles). The differences ... were statistically significant." "Article Usage and Other Language Skills", Language Learning 21:1, 1971, p. 90 ff.

pressure from the unmarked form which influences all learners of English, and can thus be expected to make fewer errors than Swedes.[3] In two entrance examinations at least, this hypothesis seems to work. In the composition required in 1972, the Swedes (N=69) made twenty-two concord errors, whereas the Finns (N=56) made only three, and the equivalent figures in 1974 were fifteen for Swedes (N=45) and four for Finns (N=63). Above all, as might be expected, the Swedes tended to omit the -s (the ratio in 1972 was thirteen Swedes to one Finn, whereas nine Swedes and two Finns inserted the ending when it should not be there).

At the intermediate stage, however, the picture is wholly different, as can be seen from the table of errors of concord (Granfors & Palmberg, p.22, this volume). Contrary to what might be expected, there is a clear difference in favour of the Swedes (2.3 % wrong forms for the Swedes vs. 10.7 % for the Finns). Since the distribution of concord errors at this stage is especially interesting, it will be worthwhile to look at them in some detail. They can be subdivided in the following way:

Table 3 Commercial College, Composition

	Number of errors	
	Finns (N=58)	Swedes (N=42)
3 p. pres -s omitted in main verb	79	2
-s used with plural subject	4	-
were pro *was*	18	11
was pro *were*	7	6
are pro *is*	5	-
is pro *are*	2	1
have pro *has*	7	-
Total	122	20

This table shows that by far the majority of concord errors made by Finns consist of leaving out the third person -s. In fact, for at least the worst Finns, a picture emerges similar to that of the articles: they seem to be almost unaware of the system of English verb inflection, and their tendency is consistently to ignore the -s. As far as subject-verb concord is concerned, these Finns are clearly at what Corder calls the presystematic stage of learning: they are "only vaguely aware, if at all, that there is something to be learned, that the target language has a particular system".[4] These pupils have not yet reached the stage of

3 For the concept of redundancy, see H V George, *Common Errors in Language Learning*, Rowley, Mass. 1972, pp. 9 ff.

4 S P Corder, *Introducing Applied Linguistics*, Harmondsworth, 1973, p. 271

having a choice problem in the sense of choosing between well-defined and understandably organized alternatives,[5] since this stage presupposes a basic knowledge of what alternatives to choose from.

The Finns thus seem to dwell much longer than the Swedes at the presystematic stage of learning English, or to put it differently, their organizational problem is much greater. This is perhaps a more concrete way of putting the well-known fact that learning a related language takes less time than learning a non-related language.[6] At the early and intermediate stages of English-language learning these initial disadvantages of the Finns weigh much more than individual similarities and differences between isolated grammatical constructions, which play only a subordinate role. They are only parts of the whole complex process of expanding and reorganizing one's language capacity to include another language as well as L1. As foreign language learning progresses beyond the elementary stage, the learner gradually comes to reduce the numerous organizational problems to choice problems with clear-cut alternatives.

The distinction between choice and organization may illuminate the controversial question of L1-transfer. It seems that there is a distinction between L1-transfer at the organizational level and transfer at the choice level. At the organizational level, similarities between L1 and L2 facilitate learning, i.e. they cause primarily positive transfer, in that the learner is able to recognize and understand familiar concepts and categories and can proceed relatively rapidly to the problem of choosing between a set of alternatives. Where L1 and L2 differ considerably, as in the case of non-related languages, the small degree of such positive transfer leads to numerous organizational problems. Organizational transfer is most clearly seen or, rather, least obscure in grammar and vocabulary (including word-formation), but it is still, I think, very little understood. At the same time it is the more fundamental than choice-level transfer, since it

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5 Cf. the statement by Eugene Galanter: "This problem of how the person or the animal organizes his universe into categories of alternative things is at once the deepest and the least well understood of all the problems in psychology." Textbook of Elementary Psychology, San Fransisco, 1966, p. 53. Galanter's book explores the fundamental importance of the two themes of choice and organization for psychology.

6 See, e.g. L A Jakobovits, Foreign Language Learning: A Psycholinguistic Analysis of the Issues, Rowley, Mass. 1970, pp. 204 ff., referring to a table in H Cleveland, G J Mangone and J C Adams, The Overseas Americans, New York, 1960.

comes first in time. Beginners, and to some extent also intermediate learners, produce a substantial number of errors for which no explanation can be found and which are clear evidence of their organizational problems.

At the choice level, no such relatively clear-cut distinction can be made. Negative and positive transfer occur, but it is difficult to assess the relative importance of "false friends" and similarities that are only superficial on the one hand, and the positive L1-influence, which is much harder to pin down in concrete terms, on the other. Also, as learning proceeds, intralingual interference is the cause of more and more errors. Errors at the choice level are much more amenable to analysis, and numerous investigations of errors have been made, with detailed classification into different categories according to type of error and cause of error. Hardly anything, however, has so far been said about positive transfer.

Of course the relatedness of the foreign language to L1 is not the only factor that determines the length of time during which a learner remains at the stage of organizational difficulties. Age and social background, proficiency in L1, language-learning aptitude, the learning situation and the degree of contact with L2, and motivation are other variables that have to be taken into account.

So far our project, which has a slightly different slant from that of most other error analyses in that we are primarily concerned with comparing error frequencies, not with the typology and classification of errors, has yielded material for discussion of what is probably the most fundamental aspect of applied linguistics: the foreign language learning process. Much more work needs to be done before anything can be said with certainty, but it is, at any rate, encouraging to find that the same frequency pattern tends to repeat itself year after year in our entrance tests. The main differences between Finns and Swedes can tentatively be summarized in the following way:

- The differences in proficiency largely depend on what type of test is used. The more spoken language and the more receptive skills[7] are tested, the greater the difference tends to be in favour of the Swedes. Questions on grammar, on the other hand, even out the differences.

- The Finns have considerable organizational problems in learning English, whereas the Swedes pass much more quickly on to choice problems. Our investigations confirm the view often expressed by experienced English teachers in Finland that Finns have much greater initial learning

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7 At least in writing. For practical reasons, the difference in productive oral skills has not yet been investigated.

difficulties, which are, however, evened out as learning proceeds.

- There may be a difference in the learning strategy. The Finns seem to depend much more than Swedes on the written forms of the language. The hypothesis that this is due to a different teaching method at Finnish schools, with heavier emphasis on grammar and the written skills, is possible, though not probable, and for practical reasons it is almost impossible to verify or refute it. A learner with a related language as his L1 probably adopts a more assimilatory strategy of L2-learning than a learner with an unrelated L1. To a considerable extent, the learner of a related language will depend upon his linguistic intuition, and he may well feel that knowledge of the details of the grammar he has been taught are of only subsidiary use to him. Compared with Finns, Swedes seem to acquire not so much a new system of rules as a modified system of rules using the rules of their L1 as a base.

- The consequence of this may well be that a Swede tends to, as it were, prune out rules that do not seem all that important to him. Consciously or subconsciously it is easy for him to adopt some such attitude as: "This is more or less what I know from before. It's easy and I need not bother about details, since I shall be able to manage somehow anyway." Such an attitude may be particularly harmful at the later stages of learning and will prevent thorough active mastery of the L2, but it is not necessarily a great obstacle for achieving communicative competence at a fairly low level.[8]

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8 Cf. what Harold Palmer wrote as early as 1917 (The Scientific Study and Teaching of Languages, Oxford U P, 1968, p. 33): "The problem to be faced by a Frenchman about to learn Italian has a very different character from that encountered by an Englishman setting out to learn Hungarian. French and Italian are cognate or sister languages ... The resemblances ... constitute both a facility and a source of danger. French and Italian are very similar in structure, and by far the greater part of their vocabularies may be arranged in homo-etymonic pairs. That is to say, most French words have their etymological equivalent in Italian, which may generally be recognized at sight. When a Frenchman can take a long passage in Italian and decipher its meaning by converting each word into its French morphological equivalent, he may be excused for assuming that etymological and semantic identity are one and the same thing. To a certain extent also he may be justified in concluding that it is possible to speak and understand Italian while thinking in French. It will be difficult, perhaps impossible, for him to resist putting his theory into practice, and by so doing to become the victim of all the fallacies which militate against success in language-study; he will become a bad learner.

An Englishman studying Hungarian will have no such temptation. On the face of it there is no possible etymological or morphological identity between Hungarian words and English ones. The superficial difficulty of the language will tend to force him to adopt a right line of study, just as the superficial facility of Italian will tempt the Frenchman into the wrong path. A paradox-loving Belgian pupil ... once declared English to be far more

From these preliminary results are there any lessons to be drawn for English teaching in Finland? One obvious consequence of the difficulties of listening comprehension for Finns is, of course, that more attention than before should be paid to listening comprehension in Finnish schools. One might even venture further and question the method which is generally used in schools when pupils start oral production at the very beginning. An alternative might be to make the pupils start by concentrating entirely on listening, without producing anything themselves for the first few months. Naturally, such a method would also involve a comprehensive test battery which would maintain the motivation and the active participation by the pupils. Good results from this method have been achieved in the U.S.A. by Valerian A Postovsky, teaching Russian to American cadets.[9] The difficulty here may be that there is insufficient time available for Finnish schoolchildren to be immersed in a foreign-language bath of the kind used by Postovsky, but with the aid of school television and radio it would probably be possible to improve present results considerably, even within the framework of the present number of school hours.

The method of delaying oral production at the initial stage of learning will get further support from those who stress the essential same-ness of L1-acquisition and L2-learning. A child learning his L1 has to listen for a long time before he learns to speak. In spite of many recent attempts to this effect, the parallel between L1-acquisition and L2-learning should probably not be stretched too far. However, we may also

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difficult of acquisition than German. Written English, he said, looked so absurdly easy that it was impossible not to believe that it was a word-for-word transcription of French; its apparent facility discouraged serious study. German, on the contrary, was so different from French in every respect that all efforts at a similar method of translation were doomed to failure.

This shrewd observation concretizes the essential differences between a pair of cognate languages and a pair which are non-cognate. The former constitute a direct temptation to a vicious system of mechanical conversion; in the latter case the absence of morphological resemblance tends to a sounder system of study.

A pupil will be more docile and require fewer disciplinary measures when learning a language of a totally strange nature."

9 See Valerian A Postovsky, "Effects of Delay in Oral Practice at the Beginning of Second Language Learning", Modern Language Journal LVIII: 5-6, 1974, 229-239.

remember the well-known phenomenon of the child who, transferred to a foreign-language environment, says hardly anything in the new language for the first few months, but then suddenly, within a short space of time, learns to maintain quite long conversations. It seems that the child needs a reasonably long period to get used to the foreign language in all its aspects: only then can he perform himself.[10]

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10 In preparing this paper I have profited greatly from the valuable comments and suggestions made by a large number of people. I would like to thank Geoffrey Phillips, Roger D Sell, and especially Viljo Kohonen and the other members of the Text Linguistics Research Group.

ERRORS MADE BY FINNS AND SWEDISH-SPEAKING FINNS LEARNING ENGLISH AT A COMMERCIAL-COLLEGE LEVEL

by Tom Granfors and Rolf Palmberg

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I HYPOTHESES

It is a well-known fact that Finns and Swedish-speaking Finns (hereafter referred to as Swedes) commit different types of errors when learning English. But the extent to which errors can be directly explained by L1-interference is still unknown.

The prime hypothesis is that Finns learning English have initial disadvantages, which decrease as learning proceeds. In order to check this hypothesis students at a fairly low level (4-5 years of English studies) were tested and the results compared with tests at a more advanced level.

The second hypothesis is that Swedes do better than Finns as far as the use of the English articles is concerned. While Swedes have a reference frame in their L1, there are no overt articles in Finnish which has other means of expressing definiteness and indefiniteness. The article system of Swedish is not entirely identical with that of English, and such partially identical systems are often difficult to learn. But a system non-existent in the L1 but existent in the L2 produces a disadvantage even bigger than that produced by partially identical systems.[1]

The same reasoning applies to the third hypothesis, i.e. that Swedes do better than Finns when dealing with the English prepositions, "prepositions" here being used in the widest sense of that term. Swedish, as well as English, has a prepositional system, whereas Finnish uses various case endings to express similar functional relations. The English and Swedish prepositional systems often coincide (e.g. "in the car" / "i bilen" and "depend on" / "bero på"), but not always ("interested in" / "intresserad av"). Idiomatic expressions, such as "on an average" and "at large", can be considered to be of almost equal difficulty for both language groups.

According to the fourth hypothesis Swedes are expected to make more errors of subject-verb concord than Finns. The starting points for the two language groups are quite different. The Finnish verb has six different personal endings, whereas the Swedish one does not have any specific personal endings. In English there is still the residue of an old personal ending in the third person singular ending -s. In other words,

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1 Cf. Oller & Redding, "Article Usage and Other Language Skills", Language Learning 21:1, 1971, pp. 85-95.

when Finns learn English they are used to a more complex system in their L1 and thus there should be no difficulty in acquiring a simpler one. Or, as George puts it: "mother tongues pull only where they can pull".[2] Swedes, on the other hand, move the other way round, from a simple system towards a more complex one. They are, accordingly, expected to have more difficulties than Finns.

Word order in Finnish is much freer compared to Swedish and English word order. There are strict rules concerning the positioning of subject and verb in Swedish and English, but not in Finnish. One might therefore assume that Finns make more word-order errors of the subject-verb type than Swedes. This is the fifth hypothesis.

The sixth (and last) hypothesis deals with spelling errors. As Finnish spelling is near-phonemic, whereas Swedish and English are not, this is expected to constitute a disadvantage for Finns.

II PROCEDURE

In our investigation we thus concentrated on these types of errors, i.e. article errors, prepositional errors, errors of subject-verb concord, word-order errors of the subject-verb type, and spelling errors. These errors were counted and presented in a separate list (Appendix C).

Previous tests have presented the results using "errors per student". Such figures, however, are not always comparable to each other. Therefore the percentage actual errors by potential errors (hereafter referred to as the a/p index) was determined. The lower the a/p index is, the better is the result.

In translations it is easy to estimate the number of potential errors from the original text. However, some scholars maintain that there is no way of establishing the number of potential errors in compositions.[3] Johansson, for instance, says that the choice of construction can be controlled by the learner in tests of free production.[4]

It is correct that the number of potential errors cannot be established in compositions as wholes. Calculations of potential errors

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2 H V George, Common Errors in Language Learning, Rowley, Mass., 1972, p. 14

3 Johansson, "The Uses of Error Analysis and Contrastive Analysis", English Language Teaching XXIX:3, 1975, p. 250

4 Johansson, "The Uses of Error Analysis and Contrastive Analysis II", English Language Teaching XXIX:4, 1975, p.331

can nevertheless be applied to certain restricted areas, such as subject-verb concord and the use of articles and prepositions. All that is needed are clearly defined criteria of a potential error.

Admittedly, the choice of construction may be controlled by the learner. This is true of grammatical constructions such as the active/passive voice and the present continuous. But it is extremely difficult to avoid the use of articles, prepositions, and subject-verb concord as systems. Whatever the learner produces, it reveals whether he masters the system or not. Thus it is preferable to present the results using the a/p index wherever possible.

III THE TEST POPULATION

The test population consisted of 42 Swedish and 58 Finnish first-year students at the Commercial College in Vaasa, who had studied English for an average of 4,7 and 5,0 years respectively. The students had earlier attended a vast number of different schools (from three school types). This fact is likely to minimize the teacher influence.

The different school types that the students had attended before they began their studies at the Commercial College can be shown by the following table:

	school types[5]		
Swedes	mellanskola	handelsskola	grundskola
number of students[6]	31	2	8
per cent	75.6	4.9	19.5
Finns	mellanskola	handelsskola	grundskola
number of students[6]	57	-	-
per cent	100	-	-

An attempt to clarify the social backgrounds of the students was also made. The classification of professions made by Rauhala was used.[7]

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5 The Swedish terms "mellanskola", "handelsskola" and "grundskola" referring to the Finnish school system can be approximately translated by the English terms "(5 years of) grammar school", "commercial school" and "comprehensive school". Commercial school means two years of studies after the basic compulsory education which finishes at the age of 15-16.

6 Information about one student from each language group is missing.

7 Urho Rauhala, Suomalaisen yhteiskunnan sosiaalinen kerrostuneisuus, bil. 13, pp. 379-413.

Rauhala classifies all professions (for Finnish circumstances) according to a nine-degree scale, where indexes 1 to 3 rtand for "upper" class, 4 to 6 for "middle" class, and 7 to 9 for "lower" class professions. The result can be seen in the following table:

Swedes

index of profession of student's parents	number[8]		per cent
1	-	"upper"	
2	-	class	
3	1	total = 1	2.5
4	7	"middle"	
5	14	class	
6	13	total = 34	85.0
7	4	"lower"	
8	-	class	
9	1	total = 5	12.5

Finns

index of profession of student's parents	number[8]		per cent
1	-	"upper"	
2	-	class	
3	3	total = 3	5.5
4	6	"middle"	
5	16	class	
6	24	total = 46	83.6
7	-	"lower"	
8	-	class	
9	-	total = 6	10.9

The social backgrounds of the two language groups were found tc be very similar.

IV THE TEST

1 TEST 1

The first test (hence TEST 1) in the two-test series was a guided composition task. It was arranged in February, 1974. The students heard a short story in their L1. The story presented directly the course of events of a comic strip called Ferd'nand. A copy of the comic strip (but not the text) was then handed out to each student.[9] Their task was to present the content of the comic strip in English. The time at disposal was 50 minutes. Two expressions ("fishing-rod" and "chop wood") that were

8 Information about two Swedes and three Finns is missing

9 For the Swedish and Finnish versions and the comic strip, see Appendix A.

considered necessary but too difficult at this particular level of proficiency were given.

On a subjective evaluation (content, language, and length) the compositions were divided into three subgroups within each language group. Group I stands for good, group II for average, and group III for bad performance.

2 RESULTS (TEST 1)

2a Articles

Clear-cut criteria of potential article errors are sometimes hard to establish. The expression "wife" provides a good example. It can be interpreted in either of two ways: as a pronoun error (target: his wife) or as an article error (target: the wife). In order to avoid these kinds of problems, the following, practical definition for a potential article error was used: Every noun or noun phrase that can be preceded by an article, a numeral, or a possessive pronoun, as well as every word that cannot be preceded by an article, but in the material still is , is a potential article error. (The latter part of the definition can be disregarded, as only four article errors of this type occurred.) According to this definition the word "fishing" in "He went fishing" is not a potential article error, whereas the same word in "*He went to the fishing" is.

Article errors in TEST 1

	number of errors	number of potential errors	a/p index
Swedes	32	911	3.5
Finns	94	1164	8.1

The a/p indexes, 3.5 and 8.1, are in accordance with the hypothesis that Swedes do better as far as articles are concerned. The same is true of the results from the entrance tests of 1972, 1973, and 1974 to the English department of Åbo Akademi (see Ringbom, table 3, p.7, this volume). These tests were of the multiple-choice type. Although the differences between the Finns and the Swedes are not striking, they still exist. However, a certain carefulness should be observed, since these tests were of entirely different type.

In TEST 1 the article errors were further divided into three subgroups: 1) superfluous articles (e.g. "*He had to go to the bed", target: to bed), 2) omitted articles (e.g. "*He goes to village", target: to the village), and 3) wrong choice of article (e.g. "*Ferd'nand and his wife go to the week-end trip", target: a week-end trip). Our main attention is focussed on types 1 and 2, since type 3 is relatively rare (only 14 instances). The number of superfluous and omitted articles as such has no importance; the crucial thing is the relation between them.

Subgroups of article errors in TEST 1

	superfluous	omitted	wrong choice
Swedes	11	13	8
Finns	24	64	6

The Finns tend to omit rather than to add articles: As Finnish lacks an article system, they leave out all articles, which to them seem redundant.

In order to investigate this phenomenon further, the relation figures between superfluous and omitted articles were analysed within the two language groups, and further broken down according to the subjective evaluation given to the compositions.

Superfluous and omitted articles in groups I, II, and III

Swedes	superfluous	omitted
group I	1	2
group II	4	7
group III	6	4

Finns	superfluous	omitted
group I	7	7
group II	14	24
group III	3	33

As for the Finns, the relation between superfluous and omitted articles is 1:1 in group I, which is the best group. In group II the relation 1:2, roughly, and in group III, 1:11. The tendency is obvious: the poorer the students' proficiency, the more they tend to omit the English articles. There is no corresponding tendency among the Swedish students.

2b Prepositions

All prepositions in the compositions as well as all omitted prepositions were regarded as potential prepositional errors. Examples are: "*His wife sat on their car" (target: in their car) and "*He had chopped wood two hours" (target: for two hours).

Prepositional errors in TEST 1

	number of errors	number of potential errors	a/p index
Swedes	46	445	10.3
Finns	91	548	16.6

As to prepositions, the difference between the Swedes and the Finns is not as great as in the case of articles, but the same tendency applies. This is also true in the entrance tests of 1971, 1972, 1973, and 1974 (test-type: multiple-choice):

Prepositions, percentages correct answers

year	number of items	Swedes	Finns
1971	12	71.2	70.3
1972	10	71.9	68.2
1973	10	65.0	54.0
1974	15	76.0	70.0

2c Subject-verb concord

A subject-verb concord error has been committed where the subject and the verb do not agree in number and person (e.g. "*So they goes, target: go).

It was not always easy to tell whether the target was a present or an imperfect sentence. This was especially difficult as the students were often inconsistent. The sentence "*He gaves the wood to his wife", to give an example, was regarded as present tense, as in this case the whole composition was written in the present tense. Occasionally even inconsistency within a sentence occurred (e.g. "When they went inside, Ferd'nand only dreams of fishing").

Subject-verb concord errors in TEST 1

	number of errors	number of potential errors	a/p index
Swedes	21	881	2.4
Finns	122	1142	10.7

Contrary to our hypothesis, the Swedes were better. A probable explanation is that Finns at this level of proficiency still have initial disadvantages which diminish as learning proceeds.

In the entrance tests at a more advanced level the total numbers of subject-verb concord errors were extremely small. Thus they do not offer reliable material for comparison.

2d Subject-verb word-order

The number of potential subject-verb word-order errors equals, for obvious reasons, the number of potential subject-verb concord errors.

Subject-verb word-order errors in TEST 1

	number of errors	number of potential errors	a/p index
Swedes	9	881	1.0
Finns	27	1142	2.4

As expected, the Swedes performed better. They were also better in the only entrance test that specifically tested word order, i.e. the 1971 test. The test was of multiple-choice type, the number of items being 11. The percentages of correct answers of the two language groups were 85.5 (Sw.) and 79.1 (Fi.). This test, however, was not restricted to subject-verb word order.

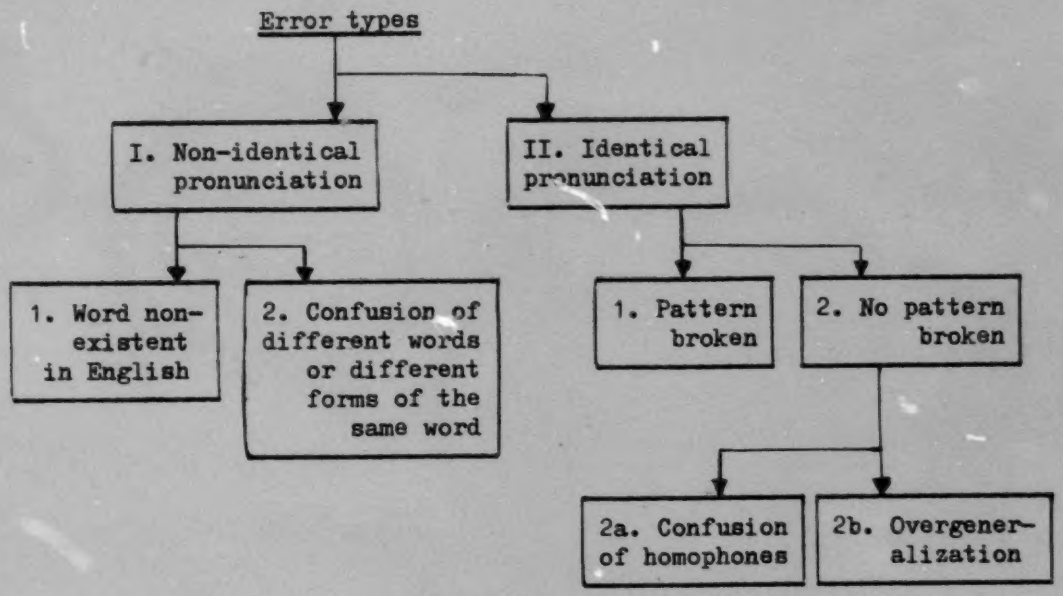
2e Spelling

A distinction was made between error types and error tokens. Error types refer to the different error versions of the target word; error tokens to the total number of each type of spelling errors.

The error types were classified into the following groups: I) spelling errors that are not pronounced in the same way as the target word (e.g. *willage) and II) spelling errors that are pronounced in the same way as the target word (e.g. *allready). Group I was subdivided into 1) words non-existent in English (e.g. *beautifus) and 2) confusions of different words or different forms of the same word (e.g. *game for came). Group II was subdivided into 1) spelling errors that break the graphemic patterns of English (e.g. *litlle) and 2) spelling errors that do not break these patterns. The latter subgroup was further subcategorized into

2a) confusions of homophones (e.g. *red for read) and 2b) overgeneralizations (e.g. *helpfull).

Categorization scheme for spelling errors


Error types
I. Non-identical pronunciation
II. Identical pronunciation
1. Word non-existent in English
2. Confusion of different words or different forms of the same word
1. Pattern broken
2. No pattern broken
2a. Confusion of homophones
2b. Overgeneralization

Any word can be misspelled. Thus each word would be a potential spelling error. The number of potential spelling errors, then, would be very great compared to that of actual spelling errors. This again would result in extremely small a/p indexes. Therefore we decided not to calculate a/p indexes for spelling errors.

On the whole the Finns seem to make more spelling errors than the Swedes. The Finns made 239 error tokens (4.1 errors per student); the Swedes 132 (3.1 errors per student). The difference between the figures is not very great. Thus it is not possible to draw any far-reaching conclusions as far as the general spelling difficulties are concerned.

It seems, though, as if the Swedes would make more errors of type II, i.e. the misspelled word is pronounced in the same way as the target word. The errors made by the Finns more often result in a pronunciation different from that of the target word. Out of 166 spelling errors the Finns made 38 that would yield a pronunciation identical with that of the target word (22.9%). The Swedes made 33 errors of this type out of 100 (33%).

As far as homophones are concerned it appears that the Finns do somewhat better than the Swedes, although the figures here are very small. The Finns made three errors of homophonic confusion (2%); the Swedes six (6%). The difference between the two language groups is greater if only

those errors that do not break the graphemic patterns of English are considered. Out of 31 errors of this type the three errors of homophonic confusion made by the Finns constitute only 9.7%, whereas the corresponding figures for the Swedes are six out of 28, i.e. 21.4%.

Although these figures are far too small to allow any certain statements it would perhaps be possible to maintain that the Finns find it easier than the Swedes to make a distinction between English homophones. This assumption is confirmed by the fact that homophones are very rare in Finnish[10] compared to Swedish, and thus unfamiliar to the Finns as a linguistic phenomenon. If the Finns do not regard homophones as such these will not then cause any confusion.

3 TEST 2

The second test, TEST 2, a translation task consisting of 50–60 words, was constructed on the basis of TEST 1-results. The test was arranged in Vaasa in April, 1974, and the time at disposal was 50 minutes. As it was important to see whether the same differences between the Swedes and the Finns prevailed, the students were the same as those attending TEST 1. The students received a copy of the original text, including the Swedish as well as the Finnish text.[11] This procedure probably increased L2-interference from Swedish for the Finnish students.

Compositions are more interesting than translations in that they are the products of spontaneous writing, and thus show the general characteristics of pupil proficiency. Translations, on the other hand, show pupil proficiency on a different level, i.e. they show more special areas of pupil competence, as translations (at least at low and intermediate levels) are almost always constructed to test specific areas of grammar.

As the TEST 1-results show, the only hypothesis that failed was the one concerning subject-verb concord. Provided that the explanation of the Finns' initial disadvantages still being prominent at this level is correct, it would be plausible to expect TEST 2-results to be in accordance with those of TEST 1. The same error typology as in TEST 1 was used.

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10 That is, homophones of uninflected forms. Homophones of inflected forms are not rare in Finnish, e.g. muuta (2. person imperative of the verb muuttaa, to move, or partitive singular of muu, other).

11 For the original texts, see appendix B.

4 RESULTS (TEST 2)

4a Articles

The criterion for a potential article error was the one used in TEST 1. One would expect the number of potential article errors to be the same for each student, as they all followed the same given original text. This, however, was not the case. The following example will illuminate this: The original texts (Swedish / Finnish) read as follows: "Alla behöver frisk luft" / "Kaikki tarvitsevat raitista ilmaa". In English there is a choice: Either the sentence can be translated into "Everybody (or -one) needs fresh air" (where there is one potential article error, air), or "All people need fresh air" (which contains two potential article errors, people and air). The number of potential article errors ranged from six to nine.

Article errors in TEST 2

	number of errors	number of potential errors	a/p index
Swedes	8	377	2.1
Finns	40	522	7.7

This result correlates very well with that of TEST 1 (a/p indexes 8.1 / Finns and 3.5 / Swedes.

The two main sources of article error were at school and with other boys. 7% of the Swedes wrote * the school, whereas 30% of the Finns used a definite and 7% an indefinite article (the resp. a school). One reason for the high percentage (37% total) of the Finns committing this type of error is probably Swedish influence (cf. i skolan).

The difference between the percentages of wrong articles as far as the item with other boys is concerned is not that big. 10% of the Swedes and 23% of the Finns wrote with the other boys. Although it is correct in itself, it is not the wanted form in this particular context.

As in TEST 1, the article errors were subdivided into superfluous and omitted articles (there was no instance of wrong choice of article in TEST 2). The Swedes had 8 superfluous articles out of 8 (100%); the Finns 38 out of 40 (95%). This may seem strange, but a closer analysis of the translation text shows that, strictly speaking, the only way for the students to commit article errors was the adding of (superfluous) articles. (Cf. the target items at school and with other boys.)

4b Prepositions

The same criterion for potential prepositional errors as in TEST 1 was used. The number of potential errors ranged from three to five per translation. Choices were possible for instance in the sentence "De tyckte att jag var lat" / "Heidän mielestä olin laiska". This could be written in English as "They thought (that) I was lazy" or "In their opinion I was lazy".

Prepositional errors in TEST 2

	number of errors	number of potential errors	a/p index
Swedes	20	174	11.5
Finns	50	214	23.4

The result correlates with the hypothesis of prepositional errors and with the results of TEST 1. Here the difference between the Swedes and the Finns is greater in the Swedes' favour.

There were three prepositions that caused the students special trouble: at school, for them to understand, and I like - reading. 36% of the Swedes and 27% of the Finns wrote *in (the) school. The reason why the Finns (and, of course, the Swedes) made this error is probably influence from the Swedish equivalent, i skolan.

12% of the Swedes and 16% of the Finns wrote * to them to understand. 11% of the Finns wrote * I like about reading and 2% * I like of reading. None of the Swedes made this kind of error. It might be explained as influence from Swedish tycker om att läsa, but a more probable explanation is that it is due to L1-interference from the Finnish expression pidän lukemisesta, since in Finnish the elative case is usually rendered into English by either from or of.[12]

4c Subject-verb concord

The subject-verb concord results of TEST 2 are in accordance with those of TEST 1 as well as with the revised subject-verb concord hypothesis. The difference between the two language groups is, however, smaller in TEST 2 than in TEST 1.

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12 G Hughes, "Errors Made in the Translation of the six Local Cases: an Analysis", Reports from the Institute for Educational Research 145, Jyväskylä 1972.

Subject-verb concord errors in TEST 2

	number of errors	number of potential errors	a/p index
Swedes	20	422	4.7
Finns	37	578	6.4

There were three main sources of error. In item one the target was "Father and mother were worried ...". 16% of the Finns and 7% of the Swedes wrote "*Father and mother was worried ...".

Item number two contain the same verb, to be. In fact the target sentences were three: "I was still at school", "I was lazy", and "I was out too much ...". As far as the Finns are concerned, 5% of the sentences were incorrect (I were ...). The percentage of incorrect Swedish answers was 2. The remarkable point here is that both language groups were very inconsistent. Some students wrote e.g. "I was still at school", but, later in the text, " I were lazy". These students, to put it differently, seem to be at a presystematic stage of learning in respect of this particular aspect of the English concord system.[13]

Item number three is the target sentence familiar from the section presenting article items, here seen from a different point of view. The original sentences read "Alla behöver frisk luft" / "Kaikki tarvitsevat raitista ilmaa". As mentioned, the students had a choice here: either they could write "Everybody (or -one) needs fresh air" or "All (people) need fresh air". The following table shows the students' choices as well as the percentages erroneous subject-verb concord in this particular item:

			per cent erroneous subject-verb concord	
Choice	per cent Swedes	per cent Finns	Swedes	Finns
everybody/-one needs	71	39	37	23
all (people) need	29	61	25	35

13 Terminology by S P Corder, Introducing Applied Linguistics, Harmondsworth 1973

4d Subject-verb word order

The number of subject-verb word-order errors was very small. Therefore it is not fair to draw any conclusions whatsoever.

Subject-verb word-order errors in TEST 2

	number of errors	number of potential errors	a/p index
Swedes	2	422	0.5
Finns	6	578	1.0

4e Spelling

TEST 2 did not give enough material to present reliable data. In spite of this the figures show the same trends as were outlined in TEST 1. Thus the Finns seem to make somewhat more spelling errors (tokens) on the whole. The Swedes had a total of 42 spelling errors: one error per student. The Finns had 65 spelling errors (1.1 errors per student).

The distribution of errors in the subcategories point in the same direction as in TEST 1. There are, however, also some differences between the distribution of the errors in the two tests. In TEST 2 the Swedes did not produce as many words non-existent in English as they did in TEST 1. Also, their errors of homophonic confusion seem to be even more frequent than in TEST 1. Thus the percentages of words non-existent in English was only 26 for the Swedes and 47 for the Finns (in TEST 1 the Swedes had 55%). The percentages of homophonic confusion was 19 for the Swedes and 10 for the Finns. These distributional differences between the different types of errors in the two tests obviously result from the test types.

5 A COMPARISON OF THE RESULTS

The following tables show the summarized results of TEST 1 and TEST 2:

TEST 1 (Guided Composition)

Swedes (N=42)

	number of errors	number of potential errors	a/p index
articles	32	911	3.5
prepositions	46	445	10.3
s-v concord	21	881	2.4
s-v word order	9	881	1.0
spelling	132	= 3.1 errors per student	

Finns (N=58)

	number of errors	number of potential errors	a/p index
articles	94	1164	8.1
prepositions	91	548	16.6
s-v concord	122	1142	10.7
s-v word order	27	1142	2.4
spelling	239	= 4.1 errors per student	

TEST 2 (Translation)

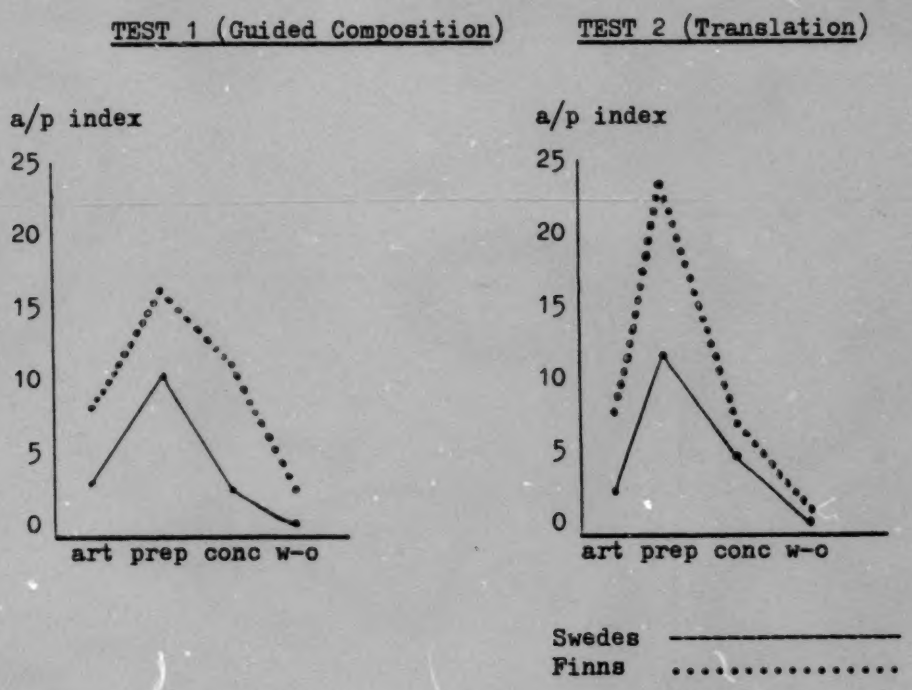
Swedes (N=42)

	number of errors	number of potential errors	a/p index
articles	8	377	2.1
prepositions	20	174	11.5
s-v concord	20	422	4.7
s-v word order	2	422	0.5
spelling	42	= 1 error per student	

Finns (N=58)

	number of errors	number of potential errors	a/p index
articles	40	522	7.7
prepositions	50	214	23.4
s-v concord	37	578	6.4
s-v word order	6	578	1.0
spelling	65	= 1.1 errors per student	

As far as the article, prepositional, subject-verb concord, and subject-verb word-order errors are concerned (i.e. those that take an a/p index), the results can be expressed schematically as follows:



The x-axis shows the different types of errors, the y-axis the a/p indexes. The full line represents the Swedes, the dotted line the Finns. The closer to the x-axis the line is, the better is the result.

These diagrams clearly show that the Swedes performed considerably better in both tests. Notice how strikingly similar the curves are, although they represent two entirely different types of tests.

6 DEVIATIONS

The possible significance of the differences between the results of the two language groups in TEST 2 was also estimated. Calculations based on TEST 1-results would have given more significant deviations, as the differences between the Swedes and the Finns are clearer in TEST 1. However, TEST 1 being a composition, such calculations could not be made.

The deviation result for the article errors was 2.04. With a degree of freedom (df) of 97 this gives a significant deviation on a .05 level. The result of the prepositional errors was 5.09. With a df of 97 there is a significant deviation on a level less than .01. The subject-verb concord errors gave a result of 0.39, which does not reveal any

significant deviation.

The result for the total of article, prepositional, and subject-verb concord errors was 3.30. There is, in other words, a significant deviation between the results of the Swedes and the Finns on a level less than .01 with a df of 97.

These calculations show that there is a difference between the two language groups as far as article and prepositional errors are concerned, whereas subject-verb concord errors reveal no significant difference.

V DISCUSSION

The work within the project revealed some obvious limitations. In connection with the choice of population the problem of teacher influence had to be faced. In order to minimize this influence the test population was picked from many different schools. The social background of the students was roughly the same. The number of students (100) could be judged as fairly small.

The tests, however, have been very useful as a basis for further work. Firstly, some insights have been gained into the difficulties of Swedes and Finns learning English at this particular stage. The results show the intensity of their difficulties as well as the size of the problem areas. Secondly, the tests have given valuable aspects of testing, e.g. the nature of the test, the choice and the size of the population, and the level of proficiency. Also, the error typology could easily be expanded to include e.g. lexis, overall concord and certain syntactic areas as well.

APPENDIX A TEST 1 (Guided Composition)

Suomenkielinen versio:

Eräänä viikonloppuna Ferd'nand ja hänen vaimonsa päättivät lähteä mökilleen maalle. Iloisena Ferd'nand pakkasi metsästys- ja kalastusvälineensä autoon, sillä aikaa hänen vaimonsa istui odottamassa. Tämän jälkeen he läksivät matkaan ja ajoivat kauniin maiseman lävitse. Ferd'nandin vaimo osoitti heidän pientä mökkiään kun se tuli näkyviin, ja Ferd'nan nyökytti tyytyväisesti. Astuttuaan autostansa he kantoivat kaikki tavarat mökkiin. Ferd'nand näki jo unta siitä kuinka monta kalaa hän onkisi ja kuinka monta peuraa hän ampuisi. Mutta tullessaan tupaan he huomasivat suureksi pettymykseksi että talossa ei ollut polttopuita. Hänen vaimonsa paleli ja pyysi häntä hankkimaan puita jotta he voisivat sytyttää tulen avotakkaan. Ferd'nand meni ulos ja ryhtyi pilkkomaan puita kaikin voimin. Hänellä oli kiire sillä hän tahtoi lähteä kalastamaan ja metsästämään. Kompastellen hän sitten kantoi koko sylillisen puita sisään ja antoi ne vaimolleen takkapuiksi. Itse hän istui tuoliin aivan uupuneena. Hämmästyneenä vaimo katsoi Ferd'nandia joka oli niin väsynyt pilkkomisesta. Ferd'nandin oli nyt paras mennä nukkumaan. Hänen vaimonsa oli kiltti ja hoivaili häntä antamalla hänelle lämmintä ruokaa. Tänä viikonloppuna ei kalaeikä metsästysonni hymyillyt sillä Ferd'nandin heittovapa ja kivääri saivat olla käyttämättöminä sängyn vieressä.

Svensk version:

Ett veckoslut beslöt Ferd'nand och hans fru att de skulle fara ut till sin stuga på landet. Glad i hågen packade Ferd'nand sina jakt- och fiskeredskap i bilen, medan hans fru satt och väntade. Därefter begav de sig iväg och körde genom ett vackert landskap. Ferd'nands fru pekade på deras lilla stuga när den kom i sikte, och Ferd'nand nickade förnöjt. När de stigit ur bilen bar de alla sina saker till stugan. Ferd'nand drömde redan om alla de fiskar han skulle fånga och om alla de hjortar han skulle skjuta. Inne i stugan märker de till sin stora besvikelse att det inte finns någon ved. Hans fru frös och bad honom att skaffa ved för att de skulle kunna göra upp eld i den öppna spisen Ferd'nand gick ut och satte i gång med att hugga veden med alla sina krafter. Han hade bråttom, för han ville ju ut och fiska och jaga. Stapplande bar han sedan in en stor vedfamn, som han gav åt sin fru att göra upp eld med. Själv sjönk han alldeles utpumpad ner i en stol. Förvånad tittade frun på Ferd'nand som blivit så trött av hugga det. Det bästa för honom var nu att gå till sängs och vila ut. Hans fru var snäll och pysslade om honom genom att ge honom varm mat. Det här veckoslutet blev jakt- oeh fiskelyckan dålig, för Ferd'nands kastspö och gevär fick stå oanvända bredvid hans säng.

PILKKOA PUITA = CHOP WOOD HUGGA VED = CHOP WOOD

HEITTOVAPA = FISHING-ROD KASTSPÖ = FISHING-ROD

APPENDIX A (Guided Composition)

APPENDIX B TEST 2 (Translation)

(suomenkielisille oppilaille)

Käännä seuraava kappale englanniksi.

Viime vuonna olin vielä koulussa. Pidän lukemisesta. Mutta en lukenut niitä kirjoja jotka minun olisi pitänyt lukea. Isä ja äiti olivat siksi huolissaan (=worried about) pojastaan. Heidän mielestään olin laiska ja olin ulkona liian paljon muiden poikien kanssa. Heidän ei ollut helppo ymmärtää että kaikki tarvitsevat raitista ilmaa ja hyviä ystäviä.

(för svenskspråkiga elever)

Översätt följande stycke till engelska.

Förra året var jag ännu i skolan. Jag tycker om att läsa. Men jag läste inte de böcker som jag borde ha läst. Far och mor var därför oroliga för (=worried about) sin son. De tyckte att jag var lat och att jag var ute för mycket med andra pojkar. Det var inte lätt för dem att förstå att alla behöver frisk luft och goda vänner.

APPENDIX C A LIST OF ERRORS IN TEST 1 AND TEST 2

In each of the categories distinguished in appendix C only errors representative of the particular category have been underlined. Some errors not belonging to the particular category have been corrected in order to enable the reader to understand the meaning of the sentence, Most of the sentences, however, are the original ones. Correct forms are within parentheses.

TEST 1

Articles / Swedes

1 a (one) weekend F and his wife decided ...
2 a (one) beautiful summerday F and his wife ...
3 F and his wife decided to go to their cottage a (one) Sunday
4 a (one) weekend decided F and his wife to go ...
5 a (one) weekend F and his wife had decided ...
6 & 7 a (one) weekend F and his wife went out to (the) country
8 a (one) nice Saturday morning F and his wife wanted to ...
9 ... that they a (one) weekend would drive ...
10 F and his wife decided to go to their house in (the) country
11 F and his wife decided to go to (the) country
12 at (the) same time when F carried ...
13 that day he had no luck with the fishing but (the) next day ...

14 & 15 F and his wife took their things, (a/the) basket, (a/the) fishing-rod and food with them

16 F began to think of all (the) fishes and animals he should get

17 he thought about all (the) fishes and animals he would get

18 they saw (a/the) beautiful country

19 he was in (a) hurry

20 F already began to think of all (the) fishes he would get

21 they travel through (a/the) beautiful land

22 he carried it to the (-) inside

23 F dreamt about the (-) fishes and animals

24 the (F's/his) wife showed ...

25 the (F's/his) wife was cold ...

26 the (F's/his) wife had cold

27 the (F's/his) wife asked F ...

28 the (F's/his) wife noticed ...

29 the (F's/his) wife said ...

30 after that he went to the (-) bed

31 he was in the (-) bed

32 he went to the (-) bed

Articles / Finns

1 a (one) beautiful Sunday morning F and his wife think that ...

2 a (one) weekend F and his wife ...

3 an (one) weekend left F and his wife ...

4 when they have drow a (some) time ...

5 F and his wife spent (a/the) weekend ...

6 (the) cottage was cool

7 F had to ... be there (the) whole weekend

8 his wife was sitting in (the) car

9 F thinks about (the) fishes and animals he is going to kill

10 she cooked (a) good dinner

11 on so lovely (a) day

12 F carried the woods into (the) cottage

13 F didn't get the animals of (the) wood

14 (the) most important things were ...

15 they start their trip to (the) countryside

16 they discovered that (the) firewoods were finished

17 F put all (the) things what he thought they would need in ...

18 in (the) cottage there was so cold

19 they drove far along (a/the) beautiful road

20 they started carrying things out of (the) car

21 when he got (the) firewoods inside ...

22 (the) sun was shining

23 when he had (the) woods they needed ...

24 F went back to (the) house

25 it was (a) dreamy Saturday

26 he came in with (a) big heep of wood

27 the fishing-rod was (the) whole Sunday in a corner

28 they can be there (the) whole day

29 when they at last came to (the) cottage

30 they saw (a) very wonderful scenery

31 they took all (the) things they had ...

32 F put their all things at (the) back of the car

33 it's going to be (a) lovely weekend

34 & 35 F has (a/the) gun and (a/the) fishing-rod in his car

36 F got (the) fishing-rod with him

37 & 38 (the) gun and (the) fishing-rod were in the corner

39 his wife sat in (the) car

40 & 41 his wife saw (a) beautiful sign by (the) way

42 it was (a) fine day

43 we must make eld in (the) vire

44 the gun and fishing-rod lie in (a/the) corner

45 F and his wife go to their cottage in (the) land

46 his wife is sitting in (the) car

47 they drive through (a/the) beautiful land

48 & 49 when they drove to (the) gottage (the) weather was fine

50 (the) fishing-rod only lied behind the bed

51 F puts some things into (the) back of his car

52 F drives the car along (the) ways that ...

53 his wife sits in (the) car

54 he goes to (the) village

55 (the) weekend begins

56 & 57 they are coming from (the) car to (the) house

58 ... to their summer cottage which is in (the) land

59 he goes yet to <u>the</u> (-) fishing and hunting

60 F dreamed about fishes and <u>the</u> (-) animals

61 she cooked <u>a</u> (-) very good meat

62 they drove through <u>the</u> (-) beautiful places

63 he would go to <u>the</u> (-) fishing

64 ... the little nice cottage behind <u>the</u> (-) many trees

65 (his/F's) <u>wife</u> pointed ...

66 <u>the</u> (his/F's) wife had to help him to eat

67 the (F's/his) wife had much food
68 the (F's/his) wife saw the cottage
69 (F's) wife told him ...
70 (F's) wife frisch
71 (F's) wife is sitting in the car
72 (F's) wife saw theirs villa
73 (F's) wife shows how ...
74 F done that (his) wife said
75 (F's) wife said that ...
76 (F's) wife put her finger ...
77 he must go to the (-) bed
78 he goes to the (-) bed
79 F must go to the (-) bed
80 he must stay at the (-) bed
81 his wife put him into the (-) bed
82 he had to go to the (-) bed
83 F had to spend his weekend in the (-) bed
84 his wife puts him into the (-) bed
85 he must spend the whole weekend in the (-) bed
86 he go to the (-) bed
87 he is going to the (-) bed
88 F go into the (-) bed
89 F must go to the (-) bed
90 & 91 he must be all (the) weekend in the (-) bed
92 he feld to the (a) chair
93 F and his wife go to the (a) weekend trip
94 F and his wife go for the (a) week-end trip

Prepositions / Swedes

1 they drove after (along) the road
2 F looked ... on (at) his shoot-gun
3 she pointed (at) it
4 she pointed on (at) it
5 she pointed (at) it and shouted ...
6 his wife pointed (at) it
7 his wife pointed on (at) their little house
8 F's wife pointed on (at) the house
9 F looked sadly on (at) it
10 his fishing-rod got to stay with (beside) his bed
11 now took mrs F mr F in (by) the arm
12 the gun was with (by) his bed

13 F and his wife were going to their cottage during (for) the weekend

14 F and his wife should go to their little house in the country over (for) the weekend

15 the gun stood in the corner (for) the rest of the weekend

16 there was no wood to (for) the fare

17 F and his wife would go to the country under (for) the weekend

18 F and his wife wanted to go to their little house on (in) the country

19 there is our house on (in) the same place yeat

20 ... their little house on (in) the country

21 his wife gave him food to eat on (in) the bed

22 ... on (in) the same place

23 his wife gave him food on (in) the bed

24 they came in to (into) the cottage

25 they packed down their things in (into) the car

26 F was thinking on (of) all the fish he ...

27 F began to think (of) all the animals he hoped to kill

28 F dreamed on (of) fish

29 F and his wife would go for (on) holiday

30 they drove in (through) a very beautiful land

31 they should drive into (to) the country

32 she told him to go in (to) bed

33 he must go in (to) his bed

34 he went into (to) bed

35 she puted him into (to) bed

36 he carried it to the (-) inside

37 F's wife showed him at (-) their little summer house

38 he had to go out for (-) fishing

39 F and his wife went out for (-) to fish

40 on (-) that weekend couldn't F go fishing

41 mrs F shows on (-) the house

42 he fell in sleep (asleep)

43 F took it in (inside) to his wife

44 F went out for (-) chopping

45 they packed on (-) the baggage

46 F went for (-) chopping wood

Prepositions / Finns

1 F are only thinking (about/of) fish and animals

2 F thought (about/of) all these nice fishes

3 they saw their summer house between (among) the trees

4 F and his wife was going to live to (at) their cottage

5 wife pointed with her finger (at) the gottage
6 they are looking (at) the sightseeings
7 F's wife look (at) his husband
8 F's wife point (at) their cottage
9 they arrive (at) their cottage
10 F's wife pointed (at) their cottage
11 they arrive to (at) their summer cottage
12 mrs F pointed (at) it
13 ... all (at) the same time ...
14 F's wife saw their cottage on (by) the road
15 he couldn't fish or hunt anything in (during) the weekend
16 they drive to their house at (for) the weekend
17 his wife waited (for) him
18 here are no wood to (for) the fire-place
19 his wife was sitting waiting (for) him
20 F and his wife are leaving to (for) their summer- cottage
21 F and his wife is leaving to (for) their village
22 F and his wife go to (for) the weekend trip to the landet
23 his wife cooked coffee to (for) him
24 he had chopped wood (for) two hours
25 poor F chopped woods (for) a long time
26 his wife waited (for) him
27 his wife sat down ... and waited (for) him
28 F and his wife decided to leave to (for) their cottage
29 an weekend left F and his wife to (for) their cottage
30 his wife was waiting (for) F
31 F and his wife are living to (for) their own summer cottage
32 mr F and his fat honey went to (for) a little trip
33 they left by (in) their own car
34 there were no woods to put to (in) the fire
35 he sat on (in) the arm-chair
36 they drove on (in) their little car
37 ... do the fire to (in) the open fireplace
38 his wife sat on (in) the chair
39 he sat down to (in) his chair
40 she waited on (in) the car
41 they are going to spend a nice holiday at (in) the countryside
42 they went by (in) F's old car
43 they are into (in) the cottage
44 F is going to have his summer holiday into (in) the country

45 there were any woods on (in) the cottage
46 he must stay at the (in) bed
47 they came on (in)
48 they go on (in) the garden
49 they saw their cottage among (in) the forest
50 now left F's fishing-rod and shoot-gun on (in) the corner
51 the wife of F is sitting on (in) the car
52 they carried all their things in (into) the house
53 they came in (into) the cottage
54 they went in (into) the cottage
55 F put his gun and fishing-rod to (into) the car
56 F was putting the things to (into) the car
57 F puts all things to (into) the car
58 F were packing his things to (into) the car
59 she put them to (into) the fireplace
60 F is backing things to (into) his car
61 they carried the woods in (into) the cottage
62 they put the things to (into) F's car
63 he put things to (into) his car
64 they started carrying things out of car inside (into) the cottage
65 he couldn't think (of) fishing no more
66 F was dreaming (of) fishing
67 they get sight (of) their summercottage
68 they drive between (through) beautiful land
69 they drove on (through) the wood
70 he must go into (to) bed
71 he mus go in to (to) bed
72 F and his wife went (to) their summercottage
73 she brough warm food into (to) his bed
74 his wife puts him into the (to) bed
75 F and his wife think to go (to) their cottage
76 F and his wife went till (to) their cottage
77 F self take his gun and other things by (with) him
78 in (-) this time F couldn't go fishing
79 in(-) this weekend F's fishing-rod ...
80 in (-) one weekend tought mr F and mrs F to go ...
81 I love of (-) coming there
82 F had to chop wood at (-) first
83 they entered in (-) the cottage
84 on (-) that Sunday F didn't get many fishes

85 during (-) one weekend F and his wife ...

86 because of (-) F was so tired ...

87 he could go for (-) fishing

88 on (-) one beateful morning ...

89 they went to (-) inside

90 there was very cold at (-) inside

91 there was no wood in (inside)

Subject-verb concord / Swedes

1 the fishing-rod and the gun was (were) at the side of the bed

2 F and his wife was (were) going to their summer-house

3 F and his wife was (were) one weekend going ...

4 F were (was) thinking ...

5 that day was (were) the fishing-rod and the gun by his bed

6 F travel (travels) with his wife

7 mr and mrs F carries (carry) all things ...

8 F and his wife was (were) going ...

9 they was (were) without wood

10 there were (was) any wood

11 there are (is) not any wood

12 there weren't (wasn't) any wood

13 there were (was) not any wood

14-21 (eight instances of) there were (was) no wood

Subject-verb concord / Finns

1 no animal were (was) killed

2 ... the lovely cottage which were (was) seen from the road

3 he try (tries) to pass his job ...

4 his wife take (takes) good care of him

5 F go (goes) into the bed

6 there were (was) cold

7 he go (goes) to the bed

8 his wife were (was) sitting in the car

9 & 10 he just sit and sit (sits)

11 the weather were (was) beautiful

12 F were (was) so sick

13 F were (was) lying ...

14 F take (takes) his gun ...

15 F smile (smiles) happily

16 F think how many fishes does he get

17 he get (gets) much fish

18 his wife are (is) waiting for him

19 she ask (asks) F to go ...

20 F and his wife was (were) going to ...

21 F take (takes) a gun

22 his wife say (says) to him ...

23 he have (has, here: had) better go to bed

24 his wife give (gives) to him ...

25 F go (goes) to bed

26 the grass were (was) green

27 she ask (asks) F to chop wood

28 he carry (carries) them ...

29 & 30 F think (thinks) how many fish he get (gets)

31 F sit (sits) down

32-34 F's wife see (sees) their cottage first and show (shows) it to F who only smile (smiles)

35 his wife light (lights) the fire

36 & 37 F go (goes) and start (starts) to chop wood

38 he have (has) to sit ...

39 F bring (brings) out ...

40 F have (has) to go out ...

41 mr and mrs F was (were) going ...

42 F self take (takes) his gun and other things

43 so they goes (go)

44 his wife say (says) ...

45 there was (were) the fishing-rod and the gun ...

46 F and his wife is (are) leaving to their village

47 F's wife see (sees) their village

48 she say (says) it to F

49 when F come (comes) in he is so tired

50 F are (is) thinking fish and animals

51-53 F's wife sit (sits) in the car when F take (takes) guns and others things what he need (needs)

54 F work (works) hard outside

55 she give (gives) to F food

56 F's wife ask (asks) F to go ...

57 his wife help (helps) him ...

58 F take (takes) his fishing things

59-61 F go (goes) and he chop (chops) so much wood that he become (becomes) tired

62 F see (sees, here: looks) lucky

63 wife frisch (freezes, here: is cold)

64 she tell (tells) F to chop wood

65 his wife see (sees) that F is tired

66 he bring (brings) wood

67 F go (goes) to sleep

68–70 F go (goes) and he chop (chops) wood quickly because he want (wants) to go fishing

71 his wife bring (brings) him some food

72 she eat (eats, here: feeds/gives) it to F

73 F take (takes) his rifle and fishing-rod

74 his wife give (gives) him hot drinks

75 & 76 F dream (dreams) how many fisk he get (gets)

77 he think (thinks) how many fish he would get

78 his five say (says) that F must chop some wood

79 he go (goes) to bed

80 his wife make (makes) him something to eat

81 F have (has) the gun and fishing-rod in the car

82 the gun and fishing-rod was (were) in the carner

83 F put (puts) his fishing-rod and gun in the car

84 & 85 his wife help (helps) him and cook (cooks) tee

86 F think (thinks) about fish ...

87 F have (has) to begin chop woods

88 his wife have (has) to take care of him

89 F's wife point (points) their cottage

90 he chop (chops) the wood

91 F put (puts) his fishing-rod and other things in the car

92 F think (thinks) about fishing

93 his wife see (sees) beautiful sign

94 she say (says) to F ...

95 F think (thinks) that he could soon go fishing

96 F's wife look (looks) his husband

97 F put (puts) their all things at back of the car

98 F have (has) to go and bring woods

99 when they comes (come) ner the cottage ...

100 they goes (go) into the cottage

101 F put (puts) the things into the car

102 F's wife tell (tells) about it to his husband

103 F get (gets) out ...

104 He beging (begins) chop wood

105 he try (tries) to chop the wood ...

106 F were (was) packing his things ...

107 there were (was) no burning wood
108 there are (is) no wood
109 here are (is) no wood
110 there is (are) no woods
111 there aren't (isn't) wood
112 there was (were) any woods inside
113 there was (were) any woods
114 there weren't (wasn't) any fire-wood
115 there was (were) any woods
116 there were (was) no fire-wood
117 & 118 (two instances) there were (was) not any wood
119-122 (four instances) there were (was) no wood

Subject-verb word order / Swedes

1 on that weekend couldn't F go fishing
2 when they came inside the house saw they that they had no wood
3 that day was the fishing-rod and the gun by the bed
4 now took mrs F mr F in the arm
5 one Saturday decided F and his wife to go to their house
6 to mr F was this not so fun
7 his fishing-rod had F behind the bed
8 a weekend decided F and his wife to go to the country
9 suddenly saw F's wife their cottage

Subject-verb word order / Finns

1 no animal were killed during that trip, so tired F was
2 so went F to chop woods
3 so must F go to chop wood
4 now left F's fishing-rod and shoot-gun on the corner
5 ... and went F as a good husband to chop some wood
6 when they at last came to cottage dreamed F about fishes
7 ... and so must F do something for this
8 when F had chopped wood was he so tired
9 how many fishes he will get and how many animals will he shoot?
10 an weekend left F and his wife to their cottage
11 one weekend decided F and his wife to go ...
12 showed F's wife the cottage
13 F's wife look his husband what is he doing
14 when they came in said wife that she has cold
15 when he came in was he so tired
16 this weekend got F any fish

17 one weekend are F and his wife going to their cottage

18 when he is ready is he so tired

19 so must F go out chopping wood

20 then must F chop wood

21 this weekend must the gun and fishing-rod lie in corner

22 when they were going saw F that ...

23 in one weekend thought mr F and mrs F to go to their gottage

24 while mrs F was waiting in the car laid mr F his fishing-rod and gun ready

25 when he came in was he so tired

26 when they came near the gottage, dreamed mr F about ...

27 F dreamed how many animals can he kill

Spelling / Swedes

(target -error types	error tokens)
already	
-allready	1
arrive	
-arriwed (past)	1
be	
-where (past)	1
beautiful	
-beatiful	4
-beautifull	1
-beautifus	1
-beutiful	1
become	
-becoms (pres)	1
begin	
-bigan (past)	1
bring	
-brougth (past)	1
carry	
-cary	1
-carying (prog)	1
chair	
-chear	1
-cheere	1
chop	
-choped (past)	6
-choping (prog)	5
cold	
-call	1
-could	1
come	
-game (past)	1
cottage	
-cuttage	1
country	
-contry	1
-courntry	1
cry	
-cryed (past)	1
decide	
-desided (past)	1
deer	
-dears (plur)	1
drive	
-dowe (past)	1
-draw (past)	2
-drow (past)	2
-drowe (past)	1
finally	
-finaly	1
fire	
-fare	1
fish (verb)	
-fisching (prog)	1
fish (noun)	
-fishisch (plur)	1
-fishish (plur)	1
fly	
-flee	1
forest	
-forrest	1
helpful	
-helpfull	1
his	
-hes	1

holiday
-holyday 1

house
-hous 1
-huose 1

hurry
-harry 1

husband
-housband 1
-husbund 1

into
-in to 2

luggage
-laguage 1

pack
-pacaged (past) 1

point
-poited (past) 1
-ponted (past) 1

quickly
-qvickly 1
-qwickly 1

road
-roand 1

(fishing)-rod
-road 1
-rodd 1
-rot 1

Saturday
-saturday 4

seem
-seemeded (past) 1

shoot
-shut 1

shotgun
-shut gun 1

sight
-sigth 1

sit
-sets (pres) 1
-sätt (past) 1

soon
-son 1

stay
-stayd (past) 1

summer
-sammer 1
-sommer 1
-summar 1

their
-ther 1
-there 5

Sunday
-sunday 1

tea
-tee 1

there
-trere 1

that
-the 1

they
-the 4
-thhey 1

think
-taught (past) 1
-though (past) 1
-thout (past) 1
-thinging (prog) 1

through
-trough 2
-thrue 2

tired
-tierd 1
-tiered 1
-tirred 1

too
-to 1

touch
-taching (prog) 1

unhappy
-unhuppy 1

unused
-une used 1

very
-wery 3

vigour
-wigour 1

village
-willage 1

visit
-wisit 1

warm
-varm 1

weather
-wether 1

where
-wher 1
-were 1

whole
-hole 1

wife
-vife 4
-whife 1

yet
-yeat 1

Spelling / Finns	
already	
-allready	4
and	
-[illegible]	4
any	
-eny	1
animal	
-anymals (plur)	1
be	
-where (past)	1
beautiful	
-beateful	4
-beatiful	2
-beautifull	6
-beutiful	2
begin	
-beging	2
behind	
-bihind	1
both	
-bouth	1
bring	
-brough (past)	2
can	
-coud (past)	1
cause	
-couse	1
carry	
-carring (prog)	1
-garried (past)	1
catch	
-catsh	1
-caugt (past)	1
chair	
-chear	1
chop	
-chup	1
-shop	2
-choped (past)	7
coffee	
-coffe	1
-koffee	1
cold	
-could	2
-gold	2
come	
-game (past)	1
cook	
-koked (past)	1
cottage	
-gottage	11
country	
-contry	2
decide	
-decidet (past)	1
- decited (past)	1
-desided (past)	2
-dising (prog)	1
dream	
-drean	1
-dreamd (past)	1
drive	
-dive	1
-drow (past)	1
-drowe (past)	1
feel	
-feld (past)	1
-fellt (past)	1
fire	
-file	1
-vire	1
first	
-fist	1
fish (verb)	
-fishig (prog)	1
-fishin (prog)	1
fish (noun	
-fisk	2
-fishies (plur)	1
-fishis (plur)	1
-fishs (plur)	1
forest	
-forists (plur)	1
freeze	
-frisch	1
-freesing (prog)	1
get	
-gat (past)	1
go	
-goind (prog)	1
guilty	
-quilty	1
gun	
-can	2
-cun	2
-cut	1
-gan	1
-gum	2
-gung	2
happily	
-happyly	1
have	
-hade (past)	1
helpful	
-helpfull	2

him	
-hin	1
his	
-hes	1
house	
-hous	1
hunt	
-hount	1
hurry	
-hyrry	1
into	
-in to	4
leave	
-living (prog)	1
lie	
-luying (prog)	1
light	
-tight	1
little	
-litlle	1
manage	
-mannish	1
meanwhile	
-meenwail	1
must	
-mast	1
-much	1
-mus	2
-musto	1
near	
-ner	1
necessary	
-nessecary	1
next	
-nexst	1
notice	
-notise	1
-notced (past)	1
now	
-no	1
plan	
-planing (prog)	1
pack	
-backing (prog)	2
pleasure	
-pleasuru	1
quickly	
-quicly	1
-quikly	1
ready	
-reade	1
reindeer	
-raindear	1
rifle	
-riffle	1
(fishing-)rod	
-road	2
same	
-some	1
say	
-sad (past)	1
Saturday	
-saturday	3
scene	
-seen	1
scenery	
-senery	1
self	
-selv	1
sit	
-satt (past)	1
some	
-same	1
start	
-starded (past)	1
stay	
-stayd (past)	1
suddenly	
-suddently	1
summer	
-same	1
-sommer	2
Sunday	
-sunday	2
surprised	
-suprised	2
sweaty	
-sweety	1
take	
-tak	1
tea	
-tee	1
their	
-heir	1
-ther	1
them	
-then	1

there	
-tere	1
they	
-theey	1
-thei	1
-the	1
thing	
-thinks (plur)	2
think	
-thing	2
-thaugh (past)	1
-tough (past)	1
-though (past)	1
-thougt (past)	2
-tought (past)	3
through	
-thouwh	1
-throught	2
-thought	3
-thoygnt	1
-trought	2
-thougth	1
-trough	1
time	
-tim	1
tired	
-tride	1
-tried	5
-tirde	1
-tire	1
trouble	
-trables (plur)	1
try	
-tryed (past)	1
until	
-untill	1
very	
-wery	3
village	
-willage	1
wake	
-waiked (past)	1
wait	
-wating (prog)	2
-wayting (prog)	1
-waten (prog)	1
-waitin (prog)	1
warm	
-wam	1
weather	
-wether	1
weekend	
-weekena	1
-weedend	1
-wecckend	1
-weeckend	1
-weckend	1
whole	
-hold	1
wife	
-five	1
-fiwe	1
-wief	1
with	
-whit	1
wonderful	
-wonderfull	1
wood	
-wod	1
-foods (plur)	2

TEST 2

Articles		number of errors	
		Swedes	**Finns**
1	I was out with <u>the</u> (-) other boys	4	13
2	<u>the</u> (-) last year I was still in school	1	1
3	last year I was/were still in <u>the</u> (-) school	3	17
4	all <u>the</u> (-) people need fresh air	-	3
5	I was still in <u>a</u> (-) school	-	4
6	I didn't read (the) books I should have to	-	1
7	<u>the</u> (-) all need fresh air	-	1

Prepositions		number of errors	
		Swedes	Finns
1	I was still in /in the (at) school	15	27
2	it was not easy to (for) them to understand	5	9
3	it was not easy of (for) them to understand	-	1
4	I like about (-) reading	-	6
5	I like of (-) reading	-	1
6	about (according to) them I was lazy	-	1
7	at (-) last year I was still at school	-	2
8	... books that I should read about (-)	-	1
9	at (in) their opinion I was lazy	-	1
10	(in) their minds I was lazy	-	1
Subject-verb concord			
1	father and mother was (were) worried ...	3	9
2	I were (was) still at/in school	-	3
3	I were (was) lazy	2	2
4	I were (was) out too much ...	1	4
5	everybody/-one need (needs) fresh air	11	5
6	all (people) needs (need) fresh air	3	12
7	they thinks (think) that I was lazy	-	1
8	they wasn't (weren't) easy ...	-	1
Subject-verb word order			
1	last year were I still in the school	-	1
2	last year was I still in the school	-	2
3	next year was I at school yet	-	1
4	last year was I yeat in the school	-	1
5	I year were I in the school	-	1
6	last year was I still going to school	1	-
7	last year was I yet in the school	1	-

Spelling / Swedes

(target -error types	error tokens)
about	
-abut	1
air	
-ear	3
be	
-wasen't (past)	1
-where (past)	1
easy	
-eazy	1
fresh	
-fresch	4
I	
-i	1
lazy	
-leeiissy	1
everyone	
eweryone	1
read	
-red	3
-reed	1
-reeding (prog)	1
-riding (prog)	1
shall	
-chould (past)	1
son	
-sun	1
therefore	
-therfor	1
-therefor	4
-thearfore	1
their	
-ther	1
-there	1
they	
-the	1
think	
-tought (past)	2
-though (past)	1
-thougt (past)	1
too	
-to	5
why	
-way	1
with	
-whith	1

Spelling / Finns

air	
-ear	3
and	
-an	3
be	
-wasen't (past)	1
-wer (past)	1
book	
-boks (plur)	1
boy	
-poy	1
easy	
-eazy	1
-easly (adv)	1
fresh	
-frech	2
-fresch	2
-freash	1
friend	
-fiends (plur)	1
-frience (plur)	1
good	
-god	2
I	
-i	1
in	
-i	1
lazy	
-lagy	1
-lasy	1
-laze	1
-laty	1
next	
-nexkt	1
out	
-aut	1
read	
-red (past)	1
-reding (prog)	1
-reeding (prog)	2
say	
-sed (past)	1
school	
-shool	2
-shcool	2
-skool	1

shall	
-chould (past)	1
-schould (past)	1
son	
-san	1
-sun	1
their	
-there	2
think	
-thing	1
-thougth (past)	2
-thougt (past)	1
-tought (past)	1
-toght (past)	2
too	
-to	3
understand	
-anderstand	1
-undestand	1
-understod (past)	1
-unredstood (past)	1
very	
-wery	1
weather	
-whether	2
which	
-whitch	1
-wich	1
yet	
-yeat	1

A COMPARISON OF THE TEST RESULTS IN GRAMMAR AND VOCABULARY BETWEEN FINNISH- AND SWEDISH-SPEAKING APPLICANTS FOR ENGLISH, 1974

by

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1. INTRODUCTION

1.1 Background

The number of applicants for English language and literature at Åbo Akademi had, in 1968, increased so much that, for the first time, an entrance test had to be arranged. During all the succeeding years to the present time similar entrance tests have been used. The tendency for Finnish-speaking applicants to increase so that they even sometimes have exceeded the number of Swedish-speaking applicants is another important change in the development at Åbo Akademi during the last few years.[1] This state of affairs gave among other things rise to the following general questions:

1. How should the relation between Finns and Swedes be dealt with? Should the number of the Finnish-speaking intake be limited, and if so in what way?
2. What should a good entrance test in English contain, and, apart from such a test, what other factors might predict success in studies of English at the university level?
3. Should the test constructors, when compiling an entrance test in English at Åbo Akademi consider the fact that more than half the number of the applicants have Finnish as their mother tongue?

When the entrance test of 1974 was constructed, the questions above were all taken into consideration. As for the first question, the percentage of the Finnish-speaking intake was, by the Faculty of Arts (Humanistiska fakulteten) determined not to exceed 25 per cent. This means in practice that at least 75 per cent of the intake is guaranteed to the Swedish-speaking entrants, but the percentage might be even higher if the Finns are considerably poorer than the Swedes. During the last few years, however, there has not been a very great difference between the two language groups. In order to detect possible differences as regards the entrants' achievement at school, an analysis of their educational background was undertaken (see appendix 1). This analysis, which concerns the entrants of 1974, comprises the following data (with abbreviations):

---

1 Henceforth Finnish-speaking applicants will be abbreviated as Finns whereas Swedish-speaking applicants will be referred to as Swedes.

1. Matr. (Eng) = marks in English from the matriculation examination.
2. S.L.C. (Eng) = teacher's marks in English in the school-leaving certificate.
3. G.M. = general mark from the matriculation examination.
4. A.A.S. = average of academic subjects in the school-leaving certificate.
5. C.A.A.S. = class average of academic subjects in the school-leaving certificate.

The results from the matriculation examination were converted into one-digit data by the following conversion table.[1]

grade	before 1969	after 1970
l	9	9
mcl	-	7
cl	6	5
b	-	3
a	2	1
i	0	0

The comparison is summarized in the table below.

Table 1 Comparison of certain educational background variables between Finnish- and Swedish-speaking applicants for English, 1974

		Swedish (N=45)		Finnish (N=63)	
	Range	M[2]	S.D.	M	S.D.
1. Matr. (Eng)	1 - 9	7.60	1.69	7.10	1.84
2. S.L.C. (Eng)	6 - 10	8.16	1.00	8.33	1.00
3. G.M.	1 - 9	6.67	1.58	6.73	1.70
4. A.A.S.	6.5 -10	7.72	0.74	8.02	0.63
5. C.A.A.S.	6.5 -8.2	7.54		7.56	
Years of Eng	3 - 9	6.82		6.92	

On the whole it can be said that the two language groups are comparable; the general mark from the matriculation is, on an average, more or less the same for both language groups (6.67 and 6.73) and the same is also true of the number of years of English at school. The class averages of academic subjects are also strikingly similar (7.54 and 7.56). Furthermore, the table shows that the Finns have been rated with somewhat higher marks in the school-leaving certificate, but this difference has been levelled in the general mark in the matriculation examination. As

1 This is the same table as was used in V. Kohonen, ed., Inter-university Student Selection for English 1974: A Joint Entrance Test Project of the Universities of Joensuu, Jyväskylä and Turku in Kielikeskuksen Julkaisuja 5 (Jyväskylän Yliopisto, 1974) p. 20.

2 M stands for mean, S.D. for standard deviation, and N for number.

regards the rating of the marks in English, the discrepancy between the teacher's mark and the mark in the matriculation examination is still more striking. The table above indicates that, in the school-leaving certificate, the Finns had, on an average, been awarded somewhat higher marks in English than the Swedes, but the latter had, nevertheless, been considerably more successful in English in the matriculation examination. The difference is, however, not statistically significant. Neither do we know whether the criteria of evaluation for the marks in English in the matriculation examination and the school-leaving certificate are exactly the same for both language groups. What we do know, however, is that the matriculation examination in English (and in other subjects as well) is the same for the two language groups. There are similar differences between Finns and Swedes both in the marks in English in the matriculation examination and in the results in previous entrance tests in English. The Swedes have consistently scored better than the Finns, and the probable reason for these differences must be sought in the different mother tongues.[1] The outcome of the comparison of the educational background variables between the Finns and Swedes did not indicate any remarkable differences (no statistically significant differences), and the two language groups can thus be considered comparable. Therefore it seems appropriate to compare the scores obtained by these two language groups in a common test, in this case the entrance test in English, 1974.[2]

1.2 The problems

In Finland the external circumstances seem to be ideal for contrastive studies in many respects. A situation where a more or less homogenous culture is common to two genetically unrelated languages is rather unique. In a contrastive study between Finnish and Swedish learners of English the effect of the cultural background variables will, in other words, be reduced to a minimum.

These favourable circumstances and a situation where Finns and Swedes take part in the same entrance test in English, contributed very much to the starting of the error analysis project at the Department of English at Åbo Akademi, in 1973. When the entrance test in English was constructed

---

1 Contrastive data of the entrance test in English from 1971 (analysed by Gun Höglund), 1972 (analysed by Rolf Palmberg), and 1973 (analysed by Kerstin Finnberg) are to be found in the Department of English at Åbo Akademi.

2 The effect of the socio-economic background will be discussed later (in chapter 1.3).

in 1974, it was decided to take certain steps to make the test more compatible with the purpose of this project. It was among other things assumed that, at least to some extent, it was possible to predict certain learning difficulties on contrastive grounds.[1] Therefore it was, on contrastive grounds, attempted to construct (i) items which were easier for Swedes (ii) items which were easier for Finns, and (iii) items which were equally difficult to both language groups i.e. neutral. The principles for the construction of these items will be dealt with in more detail later (pp. 64-66).

There is, however, a risk connected with this course of action. Did this division of the test into sub-categories the purpose of which was to elicit certain responses of mother-tongue interference, harm the primary purpose of the test i.e. that of student selection?

The data for this investigation are primarily obtained from the sections on grammar, articles, prepositions, and vocabulary in the entrance test in English, 1974 (see appendix 2). The problems to be dealt with are connected with the above mentioned test and can be summarized in the following questions:

1. Does the test function satisfactorily as an instrument of student selection, i.e. does the test possess validity, reliability, and discriminatory power?[2]
2. Is a multiple-choice test a fair (neutral) test irrespective of background language?
3. Does the procedure of using test items the purpose of which is to elicit mother-tongue interference, harm the primary purpose of the test, i.e. that of student selection?
4. Are there any significant differences between the scores obtained by the Finnish- and Swedish-speaking entrants?
5. Is it, on contrastive grounds, possible to make predictions of what

---

1 Many linguists, however, maintain that the role of contrastive analysis is explanatory rather than predictive. See for example J. C. Catford, "Contrastive analysis and language teaching" in Report of the Nineteenth Annual Round Table Meeting on Linguistics and Language Studies, ed., J. E. Alatis (Georgetown University Press, Washington 1968) p. 160.

2 Henceforth the sections on grammar, articles, prepositions, and vocabulary, i.e. the first four sections of the entrance test, will be referred to as the entrance test of 1974 (see appendix 2). When all eight sections are alluded to, this will be specially indicated.

should be considered difficult for one language group and what for another? Can, in other words, a contrastive analysis in advance detect which items are likely to give an advantage to one language group, but not to the other, and vice versa?

6. Can traces of mother-tongue interference (L_1 interference), L_2 interference (interference within the target language), and L_3 interference be detected?[1]

The primary purpose of this study is to attempt to give an answer to the questions above. It is, however, to be understood that the present study is fairly tentative and will not give any definite or exhaustive answers. Yet it is hoped that the statistical analysis will isolate the well-functioning items and give some clues for the improvement of the test. Because of the nature of this study, which might be characterized as a pilot study, it has not been considered necessary to state any clear-cut hypotheses. Many of the problems will thus be dealt with rather superficially, but if some of the problems posed in the present study will inspire somebody to closer and more delimited investigations, the author may feel that he has not worked in vain.

1.3 The limitations

Although the present investigation at first sight seems to be favoured by the external circumstances, attention must be paid to some serious pitfalls. The first defect pertains to the test as an instrument of student selection. The entrance test in 1974 had not been tried out before it was used. Therefore it seems urgent to the author to carry out an item analysis afterwards which might be seen as a first phase in the process of standardization.[2] From a statistical point of view neither the "samples" of Finnish- nor of Swedish-speaking entrants satisfy the conditions to permit generalizations to any greater extent, because neither group of entrants are random samples. Kerlinger defines random sampling as a "...method of drawing a portion (or sample) of a population or universe so that each member of the population

---

1 By L_3 interference is here meant the influence from a language other than the source language or the target language (from Swedish among Finnish-speaking entrants and from Finnish among Swedish-speaking entrants).

2 The term item analysis will be accounted for in some detail later in the chapter called "Item Analysis' p. 73.

or universe has an equal chande of being selected."[1] It is quite obvious that for instance the Finnish-speaking students living in the Northern and Eastern parts of Finland for practical reasons do not have the same chance of being selected i.e. if they want to study English they will turn to another university. These problems which are closely connected with area linguistics and maybe with sociolinguistics as well, have been considered to be outside the framework of this investigation. The above mentioned deficiencies pertain to the "samples" of both language groups and might but need not effect the generalizability of the test results.[2]
Some of the differences between the two language groups have been tested for significance by means of t-tests. The use of t-tests requires the populations to be normally distributed or at least approximately normally distributed and according to the author there is no reason to believe that this is not the case.[3]

2. DESCRIPTION OF THE STUDY

2.1 The obtaining of data

As has been suggested before, the data of this study comprised primarily the sections of grammar, articles, prepositions, and vocabulary in the entrance test in English, 1971. Some information was also obtained from the entrants' application forms.
A total of 119 applicants took part in the test. Out of these 63 were considered Finnish-speaking, 45 Swedish-speaking, and 11 bilinguals. The bilingual group comprised those who reported Swedish as the language used at home, but had attended a Finnish school or vice versa. To reduce the

---

1 According to Kerlinger "the terms 'population' and 'universe' mean all the members of any well-defined class of people, events, or objects". In this study the "sample" of for instance the Finnish-speaking entrants is "drawn" from a population that might be defined as all individuals who have Finnish as their mother tongue and have passed the long course in their matricualtion examination. See F. N. Kerlinger, Foundations of Behavioral Research, (A Holt International Edition, 1970) p. 52.

2 The sampling is questionable also for the reason that when dealing with entrance tests, only those students who really want to study English are included.

3 As for the problems of choosing appropriate statistical tests, see for example S. Siegel, Nonparametric Statistics for Behavioral Sciences, (International Student Edition, Tokyo) pp. 18 - 34.

effect of L_3 interference and to keep the comparison between Finns and Swedes somewhat more pure, the bilinguals were not taken into consideration. The factor of L_3 interference cannot, however, be completely eliminated, because the Finns have read Swedish and the Swedes have read Finnish at school. Because the purpose of this study was to compare the test results between Finnish- and Swedish-speaking entrants, the statistical data have been computed separately for the two language groups.

2.2 The construction of the entrance test

Even at the stage of planning it was decided that the entrance test of 1974 was to be constructed so as to support the error analysis project which was started at the Department of English in 1973. Thus certain guide-lines for the construction of the test items were adopted. Guided partly by the observations made in connection with previous entrance tests, and partly by purely theoretical, contrastive considerations, the author assumed that Finns were inclined to make different kinds of errors than Swedes.[1] Further it was assumed that the errors made by the two language groups followed two different patterns. The difference between these patterns of errors (systematic errors) was taken to be due to the different native languages. It was in other words taken for granted that fairly many errors must be the result of a direct or an indirect interference from the mother tongue. Therefore it was assumed that, at least to some extent, it was possible to predict potential learning difficulties by contrasting L_1 data by corresponding L_2 data. By contrasting (i) Finnish with English, and (ii) Swedish with English it was thought possible to rank the difficulty level between Finnish- and Swedish-speaking learners of English in certain specially constructed items. The items in all the subtests (except the items on articles) were classified into three categories. The first category (the items numbered 1, 4, 7, etc.) was, on contrastive grounds, supposed to be easier for Finnish learners of English. The items numbered 2, 5, 8, etc. formed the second category and should give an advantage to neither Finns nor Swedes, i.e. these items were intended to be neutral. The third category was supposed to favour Swedish-speaking learners (the items numbered 3, 6, 9, etc.). When the above mentioned categories were set up, a translation strategy was used. Glyn Hughes defines

---

1 About the previous entrance tests see p. 60.

the translation strategy "...as a psychological mechanism employed in the selection and organization of $L_1 - L_2$ surface structure equivalents."[1] It is, however, more or less impossible to describe, even tentatively, how this mechanism operates, but it has nevertheless been assumed that it exists. According to the categorization above, for instance item number 4 among the prepositions was meant to give an advantage to Finns.

Item no 4 (prep.) The soup is not _____ my taste.

a. of
b. with
c. in
d. to

The Finnish translation equivalent is in this case the illative case-ending (minun makuuni) which corresponds best with the English preposition 'to' which is the correct alternative.[2] The Swedish translation equivalent, however, is 'i min smak'. The c alternative (in) must be considered a most likely choice for Swedish-speaking learners of English because the English preposition 'in' is the most natural and the most probable equivalent to the Swedish preposition 'i'. If this argumentation holds, the Finns should tend to choose the d alternative (which is the correct one), and the Swedes alternative c which is wrong.

The items pertaining to the sections of grammar and vocabulary were constructed according to similar contrastive principles as illustrated above, but the categories were perhaps not equally clear-cut as in the section of prepositions. As regards the vocabulary items, however, some of the items were of the completion type with translation clues. Item number 4 will illustrate this:

Item no 4 (voc.) When he applied for the scholarship he had to fill in no less than eight _____ (blanketter, lomaketta).

This item is a good example of the 'false friend' type, i.e. the Swedish translation clue 'blanketter' might, among Swedes, easily induce the English word 'blankets' which of course is wrong. Unfortunately the Finns may also be led astray, because the Swedish translation clue was exposed to both language groups. This item was, however, originally intended to favour the Finns.

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1 Glyn Hughes, Errors Made by Finns in the Translation of the Six Local Cases: an Analysis in Kasvatustieteiden Tutkimuslaitoksen Julkaisuja 145 (Jyväskylän Yliopisto, 1972) p. 9.

2 Hughes, ibid., p. 12.

It must be admitted that the procedure of using translation equivalents as a basis for contrastive analysis is in many respects dubious and unscientific. The translation equivalents were often arrived at more or less intuitively. The items were, however, checked and corrected by Swedish- as well as Finnish-speaking students of English during some laudatur seminars. Some help was also obtained from Glyn Hughes' list of English translation equivalent probablities for the local cases in Finnish.[1]

2.3 The adequacy of the test

As was hinted at in the previous chapter, the major part of the entrance test of 1974 consisted of multiple-choice items (see appendix 2). This type of items presents a context, i.e. one or two sentences in which one or more words are missing, followed by three or four alternative completions. A 'direct' scoring was employed, which means that choosing the correct alternative gives one point, giving no answer 0 points, and choosing an incorrect alternative 0 points.[2] So the students were not penalized for choosing the wrong alternative, which implies that guessing might be rewarding.[3] In addition to the multiple-choice items some completion items with translation clues were used in the vocabulary section. These items have been described and illustrated in the previous chapter.
As for the adequacy of multiple-choice tests as selection instruments, divergent opinions have been put forward. Multiple-choice tests are very often associated with the so-called discrete-point approach, which Brière interprets as follows:[4]

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1 Hughes, op. cit., p. 12.

2 This is, though generally employed, a somewhat dubious procedure, because to quote Hill it is a "...standard dogma among transformational-generative analysts to say that grammaticality is gradient, not an all - or - none distinction." See A. Hill, "Review of: Quirk, R., and Svartvik, J.; Investigating Linguistic Acceptability," Language (Journal of Linguistic Society of America) 45 Number 6 (1969), 623.

3 About the guessing effect see for instance V. Mikkonen, and J. Mikkonen, Opsam: Opintosaavutusten Mittaus (Helsinki, 1971) p. 53.

4 E.J. Brière, "Are we really measuring proficiency with our foreign language tests?" Foreign Language Annals, 3 Number 4 (1971), 386.

> What I mean by "discrete-point" is the assumption that there are a number of specific things, the knowledge of which constitutes "knowing" a particular language, and that these things could be precisely identified at the different levels of syntax, morphology, and phonology.

Another, opposing view is the integrative approach which reckons with the factor of overall proficiency.[1] A test constructed according to this view (for instance a cloze test) is in Oller's opinion more compatible with actual success or failure in communication.[2]

We may consider the entrance test of 1974 discrete-point oriented. Brière has summarized the advantages and disadvantages connected with discrete-point tests as follows:[3]

> Perhaps the largest gain in turning to discrete point testing was a specific identification of the categories to be tested and an objectivity in scoring which was impossible with the translation or composition type of tests. Multiple choice items can be statistically analysed for difficulty scores, discrimination scores, and r correlations with external or internal criteria. We have now a method of reducing reliability and validity to a number which we can readily and easily understand. However, there is a growing concern among certain language test designers over the actual validity of this discrete point approach because of the very difficult problem of identifying precisely many of the complex variables which defines the competence of a speaker or listener in any act of communication.

The multiple-choice test might then, if badly constructed, endanger the validity of the test and as James says about the test writers they might "...in their zeal for objectivity at the scoring stage...stifle the testees' expressivity at the test-taking stage,..."[4]

A statistical analysis of the entrance test of 1974 has been attempted in the next chapters and it is hoped that this analysis will give some information of the qualities of the test.

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1 J. W. Oller, "Pragmatic language testing," Language Sciences, 28 (1973), 7 - 12.

2 Ibid.

3 Brière, op cit., p. 387.

4 C. James, "Linguistic measures for error gravity," Audio-Visual Language Journal, 12 Number 1 (1974), 3 - 4.

3. SOME STATISTICAL DATA OF THE TEST

If a test is to be efficient it should meet certain requirements. The conditions which a test must satisfy have by Pilliner been stated in a single sentence:[1] "An examination or test procedure, if it is to be efficient, must discriminate among the subjects both reliably and validly." This sentence contains all the key-words in connection with testing viz., discrimination, reliability, and validity. These concepts will in the following all be dealt with, partly as theoretical phenomena, and partly in relation to the data obtained from the entrance test in English, 1974 at Åbo Akademi.

3.1 Reliability

The reliability of a test might, in general terms, be defined as the exactness of a test as a measuring instrument (regardless of what it is measuring) or as in Magnusson's words:[2] "Reliabiliteten avser säkerheten i mätningen, oavsett om det man mäter verkligen är det man avsett att mäta." The reliability tells us, in other words, how accurately a test measures a variable which is operationally defined by the test itself.[3] The reliability is an internal quality of the test; Pilliner for example uses the term "internal consistency" with approximately the same meaning as reliability.[4] In more concrete terms the reliability of a test means that "...on repeating the procedure, (i) the scores should not be subject to fluctuations, and hence (ii) the persons obtaining these scores should maintain their standing relative to one another."[5]

To obtain an estimate of the reliability of the entrance test of 1974 the 'split-half' method was used. This method implies that the test is split into two 'parallel' halves which are correlated. The outcome of this is assumed to give the reliability coefficient of each half of the original test. By applying Spearman-Brown's "prophecy formula" to the results of the correlation calculation above the reliability of the whole test is

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1 A. E. G. Pilliner, "Subjective and Objective Testing," Chapter II in Language Testing Symposium, A Psycholinguistic Approach, A. Davies, ed. (OUP, 1968), p. 23.

2 D. Magnusson, Testteori, (Stockholm, 1961), p. 75.

3 Ibid., pp. 73 - 76.

4 Pilliner talks about four different types of reliability viz., (i) the coefficient of stability, (ii) the coefficient of equivalence, (iii) the coefficient of internal consistency, and (iv) the coefficient of equivalence and stability. See Pilliner, ibid., p. 25.

5 Pilliner, ibid., p. 23.

arrived at.[1] The reliability coefficient of the entrance test of 1974 (only the first four sections of the test were considered) was for the Finns .92 and for the Swedes .80. Bearing in mind that the reliability coefficient of a language test battery used as a selection of individuals should, according to Mikkonen/Mikkonen, be upwards .90, the reliability of the entrance test of 1974 must be regarded as satisfactory (especially as regards the Finns).[2]

3.2 Validity problems

When a test actually measures what it purports to measure and when it covers the objects of measurement in a representative way it is said to possess validity.[3] In short, are we really measuring what we think we are measuring? As far as an entrance test in English is concerned it must first be determined what university students are to learn and to what end. An essential problem in this respect is that the objectives of university studies of English have not been agreed on. What qualities should then be looked for in university students of English? According to Pekka Hirvonen the following areas and abilities ought to cover "...all high-level professional work pertaining to the English language:"[4]

1. A practical command of the language: ...
2. Familiarity with the language background: ...
3.1 Knowledge of general linguistics: ...
3.2 Theoretical knowledge of English: ...
4. Ability and willingness to apply the above-mentioned knowledge and skills to linguistic problems in society.

Even if the above mentioned areas, no doubt, can be said to contain most branches of work pertaining to the English language, it is, however, very difficult to find a method that predicts all these skills. It is of course of the greatest importance that, in the selection of students for studies at university level, the very best predictors of success will be used. As regards the selection of students of English, some information about the applicants' language aptitude might be extracted from their school records and their marks in the matriculation examination. Apart from the

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1 For a more detailed account of the method, see Magnusson, op. cit., p. 87 and pp. 114 - 117.

2 Mikkonen/Mikkonen, op. cit., p. 92.

3 Magnusson, op. cit., pp. 129 - 134.

4 Kohonen, ed., op. cit., pp. 4 - 5.

entrance test, the following additional factors were used as criteria for selecting students of English in 1974:

1. General mark in the matriculation examination.
2. Marks in English in the matriculation examination.
3. Average of academic subjects in the school-leaving certificate.
4. Difference between the applicant's and the class average.

The criteria above are all very frequently used as predictors of success in English. Correlation studies in the United States show that the average marks, if used as predictors of foreign language success, are superior to the marks in the mother tongue, but approximately equal to a language aptitude test.

Table 2 Correlations between certain predictors and actual language success[1]

Predictor	Correlation with language marks
IQ	r = .46
Marks in English (mother tongue)	r = .57
Average of marks	r = .62
Aptitude test	R = .62
Average + apt. test	R = .72

The best predictor of future language success is, according to the table, the average marks in conjunction with an aptitude test. The correlation coefficient between test plus average marks and actual success in a language class is as high as .72. It must, however, be emphasized that the results of the above mentioned American study are not directly transferable to the conditions in Finland, but they shed, no doubt, some light on the problem of language aptitude.[2] In accordance with Hirvonen's suggested objectives the student's scholarly disposition and his ability to handle theoretical information should also be taken into consideration when

1 The table is taken from P. Pimsleur, "Language Aptitude Testing," Chapter VI in Language Testing Symposium. A Psycholinguistic Approach, A. Davies, ed., (OUP, 1968), p. 98.

2 Cf., A. Lehtovaara, Ylioppilastutkintokysymys, (Jyväskylä, 1972) for data in Finland.

selecting students of English at the university level. These student qualities can at least partly be predicted from the applicants' school records and their marks in the matriculation examination.

3.2.1 Content validity

The content of a test must be based on a detailed analysis or outline of the skills to be tested. If the test items represent each portion of this analysis or outline adequately we might expect the test to possess content validity.[1] An essential problem here is that content validity cannot be reduced to a number or coefficient which can easily be understood but is rather a matter of "expert judgement".[2] We should, in other words, make the analysis of the skills to be tested accord with the views of the authorities in the field. As regards the entrance test in English, 1974 at Åbo Akademi, the first thing to do is to isolate the skills we desire to find in university students of English. As was mentioned in the previous chapter the objectives of university studies have not been agreed on, which implies that a discussion on content validity strictly speaking is more or less fruitless. It seems, however, justified to compare the selection procedure at Åbo Akademi with the corresponding test, the joint entrance test in English at the universities of Joensuu, Jyväskylä, and Turku (the Finnish university) from 1974.[3] At Åbo Akademi the school performance in conjunction with the matriculation examination accounted for approximately 38 per cent of the total score and the test battery (see appendix 2) for 62 per cent.[4] The corresponding figures for the joint entrance test were 30 and 70. It can also be noted that more or less the same school performance variables were used in both tests (see p. 70 in this paper).[5] The most striking difference between the tests is to be found in the weighting of the listening component. The joint entrance test

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1 D. P. Harris, Testing English as a Second Language, (McGraw - Hill, 1969), p. 19.

2 To remove the element of "subjectivity" the term construct validity has been introduced to designate a validity that is based on the current theoretical understanding of the nature of language. See for instance S. P. Corder, Introducing Applied Linguistics, (Penguin Education, 1973), p. 357.

3 Kohonen, ed., op. cit. Henceforth this test will be referred to as the joint entrance test.

4 This figure (62 per cent) refers to the whole entrance test.

5 In the joint entrance test the marks in the mother tongue in the matriculation examination and the school marks in English were used as selection criteria in addition to the criteria used at Åbo Akademi.

consisted of three different listening tests which together comprised 18 per cent of the test battery. The only thing that could be said to reflect the listening skill in the entrance test at Åbo Akademi was a "passive" pronunciation test (section VII in the entrance test, see appendix 2). The entrance test at Åbo Akademi also contained a section called "background" (section V) which was supposed to give an indication of how well-read the applicants were in British and American culture, history, literature, geography and the like. This knowledge might reflect the applicants' interest in the English language as a subject. If adequately constructed, a subtest of this kind might have prognostic value. Pimsleur has even included the component of interest in his aptitude test.[1] Even if it is somewhat futile to talk about content validity without exactly knowing the objectives of university studies of English, it seems as if the writing/reading component is a bit too dominant in the entrance test at Åbo Akademi.

3.2.2 Empirical validity

If there is a high correlation between the scores of a test and a trustworthy external criterion, the test is said to possess high empirical validity.[2] When estimating the empirical validity of a test, very much will depend on the nature of the external criterion, i.e. the reliability of both test and criterion measure must be satisfactory. As for the entrance test in English at Åbo Akademi the school marks and the marks in the matriculation examination were the only relevant external criteria available. The results of the correlation calculations are given in the tables below.

Table 3 Correlations between the entrance test (sections I – IV) and some related variables[3]

Table 3a Swedes[4]

	1. Matr. (Eng)	2. S.L.C. (Eng)	1+2	3. G.M.	4. A.A.S.
Entr. test	.44^{++}	.66^{++}	.54^{++}	.44^{++}	.47^{++}
Matr. (Eng)		.60^{++}			

1 Davies, ed., op. cit., pp. 98 – 106.

2 Harris, op. cit., pp. 19 – 20.

3 ($^{++}$) means that the correlation is statistically significant at the confidence level of 1 % whereas ($^{+}$) stands for a confidence level of 5 %.

4 The abbreviations used are the same as those given at p. 59.

Table 3b Finns

	1. Matr. (Eng)	2. S.L.C. (Eng)	1+2	3. G.M.	4. A.A.S.
Entr. test	.38++	.43++	.44++	.30 +	.25+
Matr. (Eng)		.58++			

It is noteworthy that all the correlations are higher for the Swedes. This might indicate that the entrance test favours the Swedes.[1] The correlations between the marks in English in the school-leaving certificate and the English marks in the matriculation examination are, however, quite high and rather similar for both language groups (.60 for the Swedes and .58 for the Finns). The denotation 1+2 indicates the amalgamated scores in English in the school-leaving certificate and the matriculation examination. A problem was posed by the candidates who had done the short course in English at school (three years). These applicants (7 Finns) were not considered to belong to the same population as the others and were consequently left out from the correlation calculations. It is a very difficult and hazardous matter to interpret the results of these correlations. If we assume that the amalgamated scores in English in the school-leaving certificate and the matriculation examination are the most reliable criteria, we arrive at a coefficient for the empirical validity; .54 for the Swedes and .44 for the Finns. As far as empirical validity is concerned Harris' recommendation is that "...when the external criterion is of a relatively subjective and inexact nature, we would not usually expect the coefficient to be much higher than the .50s."[2] We might then say that the test validity for the Swedes was, if not very high, at least normal. As for the Finns, however, the validity was, according to Harris' recommendations, a little too low.

4. ITEM ANALYSIS

A defect of the entrance test in English, 1974, was that it had not been pretested. This means that all the test items ought to have been tried out on a sufficiently large number of students of the same kind as those for whom the test was designed. Only those items which proved statistically

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1 The skewed distributions might also have affected the results of the correlation calculations.

2 Harris, op. cit., p. 20.

satisfactory in the pretest should have been included in the "final version".[1] This analysis of a pretest is usually called item analysis.[2] Items are, to quote Harris, statistically satisfactory if they meet the following two requirements:[3]

1. If they are of a suitable level of difficulty - neither too hard nor too easy for the population being tested.
2. If they discriminate between those examinees who know the material or have the skills or abilities being tested, and those who do not.

As the test had not been subject to any pretesting, it seemed urgent to the author to analyse the test afterwards with respect to the requirements above. This analysis should reveal the well-functioning items and it is hoped that they might be of some use to later test writers.

4.1 Item difficulty

A very simple, but quite satisfactory method of determining the difficulty level has been used. The percentage of students who answered an item correctly has been ascertained for each item. This, which was done separately for Finns and Swedes, is usually called solution percentage (or item difficulty).[4] Items which are too easy or too difficult will generally be discarded as not contributing significantly to the measurement function of the test. Items with a solution percentage between 92 and 30 are in Harris' opinion on a suitable level of difficulty.[5] Other researchers give approximately the same recommendations. Ingram for example thinks it uneconomical to retain items that show a difficulty level of above 85 per cent and below 15 per cent.[6] From a psychological point of view it might, however, be appropriate to use a few easy items at the beginning of the test, just to give confidence. On the whole it can be said that the entrance test of 1974 was too easy. The indices of difficulty (solution percentages)

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1 If possible a test ought to be tried out more than once before it is used.

2 Harris, op. cit., p. 105. See also E. Ingram, "Item Analysis," Appendix in Davies, ed., op. cit., pp. 192 - 203.

3 Harris, op. cit., pp. 103 - 104.

4 The term facility value, abbreviated FV, has also been used by for example Ingram in Davies, ed., op. cit., p. 201.

5 Harris, op. cit., p. 105.

6 Davies, ed., op. cit., p. 202.

for all items are listed in appendix 4. The table below shows the average solution percentages for each subtest (section) of the entrance test, 1974.

Table 4 Average solution percentages for the subtests and the whole test

		Swedish entrants	Finnish entrants
Grammar	(I)	.73	.65
Articles	(II)	.95	.83
Prepositions	(III)	.76	.70
Vocabulary	(IV)	.76	.64
Whole test		.79	.69

The items on articles seem to have been the easiest part of the test. Especially for the Swedes the articles seem to have been much too easy. Six of the items on articles were answered correctly by all the Swedes and only three of the items were of a suitable level of difficulty if following Harris' recommendations (i.e. below .92). Tables 5a and 5b show the number (and percentage) of items that are too easy or too difficult in each subtest (section).[1]

Table 5 Number (percentage) of too easy and too difficult items in the different subtests

Table 5a Swedes

	No of items	Too easy	%	Too diff.	%	Not accept.	%
Gr (I)	15	3	20.0	1	6.7	4	26.7
Art (II)	15	12	80.0	-	-	12	80.0
Pre (III)	15	6	40.0	1	6.7	7	46.7
Voc (IV)	30	9	30.0	1	3.3	10	33.3
Whole test	75	30	40.0	3	4.0	33	44.0

Table 5b Finns

	No of items	Too easy	%	Too diff.	%	Not accept.	%
Gr (I)	15	-	-	-	-	-	-
Art (II)	15	3	20.0	-	-	3	20.0
Pre (III)	15	4	26.7	1	6.7	5	33.3
Voc (IV)	30	3	10.0	3	10.0	6	20.0
Whole test	75	10	13.3	4	5.3	14	18.7

1 Harris' recommendations of what is to be regarded as too easy or too difficult items have been followed. See p. 74.

A glance at tables 5a and 5b shows that 44 per cent of the items were too easy or too difficult for the Swedes. The corresponding percentage for the Finns was 18.7. These items are more or less redundant and could have been discarded. Items which are very easy or very difficult, may, however, be perfectly all right in themselves; they may merely be wrong for this particular population. It will appear from appendix 4 where the indices of discrimination and difficulty are listed that very few of the items that fall outside Harris' recommendations of a suitable level of difficulty (.92 - .30) will possess satisfactory discriminatory power. This phenomenon is quite natural and will be accounted for in the next chapter.

4.2 Item discrimination

When the items which are too easy or too difficult had been removed from the test, the remaining items must still meet the second of the two requirements, i.e. discrimination. The discriminatory power of an item may be defined as the extent to which this item discriminates between high- and low-level examinees.[1] The technique for determining discrimination is borrowed from Harris.[2] To begin with Harris assumes that an examinee's performance on the total test will provide a reasonably good indication of his level of achievement or proficiency. Harris descibes this technique as follows:

1. Separate the highest and the lowest 25 per cent of the papers.
2. For each item, subtract the number of "lows" who answered the item correctly from the number of "highs" who answered correctly. (If more "lows" than "highs" get an item right, the result of this calculation will of course be negative and should be marked with a minus sign).
3. Divide the result of step 2 by the number of papers in each group, "highs" and "lows", to obtain the "item discrimination index".

As for the entrance test of 1974 the discriminatory power was computed in two different ways. Firstly, the discriminatory power was computed for all the subtests separately so that the discrimination index was an indication of how well an item discriminated within each subtest. The high-group/low-group division was, in other words, made separately for each

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1 Harris, op. cit., p. 105.

2 Ibid., pp. 105-106.

subtest (section), which implied that the high- and low-groups were not identical in the different subtests. The tendency was, however, that the entrants who were highly proficient in one subtest also achieved good results in the other subtests. A list of the distribution of "highs" and "lows" in the different subtests are to be found in appendix 3. Secondly, the discriminatory power was computed for all the subtests in conjunction (i.e. sections I - IV. See appendix 2). This implied that the high-group/low-group division was made on the basis of the scores achieved in the whole test. On the whole these two ways of computing the discriminatory power gave accordant results, but the discriminatory power tended to be somewhat lower in the second case (see appendix 4a and 4b).

Item I.10 among the Swedes has been chosen to illustrate the procedure of item analysis. The difficulty level seems to be suitable (.53). The item possesses a very high discriminatory power. All the eleven entrants that belonged to the high-group answered the item correctly and only one of those belonging to the low group answered it correctly. In accordance with Harris' formula this gives 11 - 1 = 10. The third step is to divide the result of subtraction with the number of papers in each group (high- or low-group) which in this case is 11 (25 per cent of 45). The division gives the item discrimination index +.91.[1] This is in other words a very well-functioning item. No one, however, was attracted by distractor b, which should be replaced.[2] Apart from this minor defect this item is a good one and should be retained in the test.

Fairly many items, however, failed to discriminate. This can partly be explained by the great number of too easy items; if the number of correct answers is too small or too great the difference between the upper and the lower 25 per cent of the papers must be small. This implies that a "perfect" discrimination index (+1.00) cannot be achieved unless the solution percentage is between .75 and .25.

Sometimes, however, the poor discriminatory power cannot be due to inadequate difficulty level. Item 2 in the grammar section was solved by 35 per cent

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1 If the high-group/low-group division is made on the basis of the scores achieved in the whole test, the discriminatory power is somewhat lower (+.73). See appendix 4b.

2 For the items in the multiple-choice test the distribution of choices of distractors (and correct alternatives) can be found in appendix 6.

of the Finns and was in other words within the borders of Harris' recommendations. The discrimination index was, however, negative both within the grammar section (-.12) and in the whole test (-.31), which means that more "lows" than "highs" answered this item correctly. This item discriminated negatively also among the Swedes (-.27, see appendix 4b). A slight negative discrimination could also be noticed in a few other items. Item I.12 for example, discriminated negatively for both Finns and Swedes (-.06 and -.18) which indicates that there is something wrong with the item. The reason for negative discrimination is usually that one or two of the distractors have 'distracted' too well, i.e. they have attracted too many of the better applicants. On the whole it can be said that the items with negative discrimination were few. All the negatively discriminating items in addition to the items which were too easy or too difficult should of course have been removed from the test.

As table 6 below indicates, the grammar and especially the vocabulary section possessed the greatest discriminatory power. This is also to be expected because these subtests were more difficult than the others (see table 4, p.75).

Table 6 Average discrimination index for the subtests and the whole test

		Swedes	Finns
Grammar	(I)	+.31	+.34
Articles	(II)	+.13	+.29
Prepositions	(III)	+.26	+.27
Vocabulary	(IV)	+.36	+.36
Whole test		+.28	+.33

The table shows that the subtest on articles had a very low discriminatory power (+.13) among the Swedes. This must to a very great extent be due to the fact that the items on articles were too easy for the Swedes. Among the Finns, on the other hand, the discriminatory power among the articles did not differ strikingly from that of the other subtests.

Harris mentions that items showing a discrimination much below +.30 should either be revised or discarded.[1] A glance at appendix 4a and 4b where the item discrimination indices are listed, will show us that a great many of

1 Harris, op. cit., p. 106.

the items fail to meet this recommendation. In table 7 below all items that have a discriminatory power of +.25 or more have been considered acceptable. Table 7 was based on appendix 4a which means that the discrimination indices were computed separately for each subtest.

Table 7 Number (percentage) of items meeting the requirement of discrimination in the different subtests (+.25 or more)[1]

Subtest	No of items	ACCEPTED ITEMS Swedes	%	Finns	%
(I)	15	9 (6)	60	12 (7)	80
(II)	15	4 (1)	27	10 (7)	67
(III)	15	7 (5)	47	9 (5)	60
(IV)	30	19(18)	63	23(19)	77
Whole test	75	39(30)	52	54(38)	72

The table indicates that almost 50 per cent of the items should have been discarded as non-discriminating among the Swedes. The corresponding percentage for the Finns was considerably lower (28 per cent). The great number of too easy items among the Swedes (40 per cent were too easy, see p.75) is no doubt one of the reasons for this difference. To find out whether this assumption is true the items were listed in classes according to solution percentages. The items with a solution percentage between .00 and .10 formed the first class and the items between .10 and .20 the following etc. Thus there were altogether 10 classes plus one class which contained the items that had been answered correctly by all applicants. For each class the number of discriminating items (index +.25 or more) and average discrimination index were determined, separately for Finns and Swedes. The relationship between the solution percentage and the discriminatory power will thus be revealed. The results are summarized in the table below.

1 The figures within parentheses indicate the number of accepted items if the low-group/high-group division is made with reference to the scores in the whole test.

Table 8 The relationship between solution percentage (SP) and discriminatory power

SP	No of items & percentage				No of discr. items & percentage				Average discr. index	
	Sw	%	Fi	%	Sw	%	Fi	%	Sw	Fi
.00–.10	1	1.3	1	1.3	–	–	1	1.3	.00	+.25
.10–.20	1	1.3	3	4.0	–	–	2	2.7	+.18	+.33
.20–.30	1	1.3	–	–	1	1.3	–	–	+.45	–
.30–.40	2	2.7	7	9.3	2	2.7	6	8.0	+.72	+.38
.40–.50	3	4.0	6	8.0	3	4.0	6	8.0	+.51	+.49
.50–.60	3	4.0	5	6.7	3	4.0	5	6.7	+.72	+.56
.60–.70	10	13.3	9	12.0	9	12.0	8	10.7	+.54	+.41
.70–.80	10	13.3	14	18.7	9	12.0	13	17.3	+.43	+.43
.80–.90	12	16.0	11	14.7	10	13.3	9	12.0	+.32	+.25
.90–.99	21	28.0	17	22.7	2	2.7	4	5.3	+.10	+.13
All corr	11	14.7	2	2.7	–	–	–	–	.00	.00
Total	75	100	75	100	39	52	54	72	+.28	+.33

The table confirms the suspicion that the somewhat lower average discrimination index among the Swedes is due to the great number of too easy items. 11 items were answered correctly by all the Swedes and among the 21 items with a solution percentage between .90 and .99 only two discriminated satisfactorily. Only two items were answered correctly by all the Finns and also the items ranging from .90 to .99 were fewer than among the Swedes. Further it can be noted that the items solved by between 20 and 90 per cent of the applicants discriminated, in fact, better among the Swedes.[1] The table also indicates that even the most difficult items (solution percentage between .00 and .20) showed a rather high discriminatory power among the Finns. It must in this connection be pointed out that only about 15 per cent of the Finns were admitted and the test should thus discriminate most effectively among the better applicants. Therefore the test ought to be fairly difficult for the Finns and it should thus be seen as positive that also some of the most difficult items possessed discriminatory power. It has been shown that fairly many of the items, particularly among the Swedes did not discriminate adequately. It might also be of some interest to find out which items discriminated satisfactorily for both Finns and

1 The average discrimination index among the items that discriminated adequately (+.25 or more) was in fact considerably higher among the Swedes (+.50) than among the Finns (+.43).

Swedes and which items did not discriminate in either language group (see also appendix 4).

Table 9 Number of items that discriminate adequately for (a) both Finns and Swedes, and (b) for either Finns or Swedes (or for both)

Subtest	No of items	(a) Fi + Sw	%	(b) Fi or Sw (or both)	%
(I)	15	7 (5)[1]	47	14 (8)	93
(II)	15	2 (1)	12	12 (7)	80
(III)	15	5 (4)	33	11 (6)	73
(IV)	30	17 (12)	57	25 (25)	83
Whole test	75	31 (22)	41	62 (46)	83

The table shows that only 31 items (41 per cent) discriminated for both language groups, but that a fairly great number of items (83 per cent) discriminated either among the Finns or the Swedes (or both). Thus only 50 per cent of the items that discriminated either among the Finns or the Swedes were common to both language groups. See the table below.

Table 10 Number of discriminating items that are common to both language groups and the number of items that discriminate for one of the language groups only

	Fi or Sw (or both)	Fi + Sw	Only Fi	Only Sw
No of items	62	31	23	8
% of items	100	50	37	13

The table indicates that the number of items that discriminate among the Finns, but not among the Swedes is fairly large (23). Many of these items are too easy among the Swedes and the possibilities for discrimination are therefore reduced or eliminated. This is to some extent true also of the items that discriminated only among the Swedes. Item number 7 in the grammar section (I.7) will illustrate this. 84 per cent of the Swedes had answered this item correctly and the discrimination index was as high as +.54. The corresponding figures for the Finns were 91 and +.06 (see appendix 4a and 4b). As far as this item is concerned the low discriminatory power among the Finns will probably be due to other factors as well

1 The figures within parentheses indicate the number of items when the high-group/low-group division is made with reference to the whole test (75 items), and not separately for each subtest.

as will be shown in the next chapter (p.85). Sometimes, however, the items were sufficiently difficult in both language groups, but they discriminated nevertheless in only one of the language groups. This will occur for example when one or two of the distractors attract too many applicants of the high-group in one language group only. This seems to have been the case with item 19 in the vocabulary section (IV.19). Although sufficiently difficult for both language groups the item discriminated only among the Swedes.(+.82).[1] The analysis of the items has shown us that a considerable number of items possessed inadequate discriminatory power. Yet comparatively few items showed a negative discrimination. The great majority of the non-functioning items had discrimination indices between .00 and +.25. It seems therefore reasonable to suspect that these items, although not discarded, could not have harmed the selectional function of the test to any greater extent. Correlation calculations between the whole test (75 items) and a test pruned of all the items that did not discriminate adequately (discrimination index below +.25) proved the correctness of this assumption. The correlations were almost 'perfect', +.98 for the Swedes and +.97 for the Finns. So the items that should have been discarded were more or less redundant. They neither impaired nor improved the test, they just made it a little longer. In appendix 5a and 5b the Swedes as well as the Finns are ordered according to the scores they achieved (a) in the whole entrance test (75 items), and (b) in a reduced test consisting of discriminating items only (39 items among the Swedes and 54 items among the Finns). At least among the high- and low-level examinees, the order in the 'reduced' and the whole entrance test seems to coincide to a very great extent.

4.3 The effectiveness of distractors

When analysing multiple-choice items it is desirable to find out how well each item distractor functioned.[2] A distractor which attracted no one should, if possible, be removed and replaced, because this will reduce the number of functioning distractors by one and thus increase the chances that some of the examinees will get the item right by guessing between the remaining choices. The table below shows the number of distractors that have not been chosen in the different subtests of the entrance test of 1974.[3]

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1 About this item see also next chapter p.86.

2 Harris, op. cit., p. 107.

3 See also appendix 6 where the number of responses that have been elicited by different distractors are listed.

A comparison has been made with the multiple-choice items in the entrance test of 1973.[1]

Table 11 Number (percentage) of distractors in the different subtests that did not elicit any responses

	Entrance test of 1974						Entrance test of 1973				
Test	Possible choices	Sw	%	Fi	%	Test	Possible choices	Sw	%	Fi	%
(I)	60	21	25	10	17	Gr	116	38	33	28	24
(II)	41	23	56	10	24	Voc	80	11	14	11	14
(III)	60	20	33	11	18						
(IV)	60	16	27	7	12	Total	196	49	25	39	20
Total	221	80	36	38	18						

Very few of the items met the requirements of the ideal situation, i.e. when all the distractors elicited responses.[2] In the table below all these 'ideal' items are listed, separately for each subtest. The figures have been compared with the corresponding figures from the entrance test of 1973 (the multiple-choice items only).[3]

Table 12 Number (percentage) of items where all distractors functioned

	Entrance test of 1974					Entrance test of 1973				
Test	No of items	Sw	%	Fi	%	Test	No of items	Sw	%	Fi	%
(I)	15	1	6.7	8	53	Gr	29	7	24	13	45
(II)	15	-	-	5	33	Voc	20	14	70	12	60
(III)	15	5	33.3	6	40						
(IV)	15	5	33.3	9	60	Total	49	21	43	25	51
Total	60	11	18	28	47						

The tables above show striking differences between the Finns and Swedes. The number of distractors not chosen was considerably higher among the Swedes. This is of course partly due to the fact that the items, on the whole, were easier for the Swedes. A comparison between the percentage of the non-functioning (i.e. not chosen) distractors and the average

1 The entrance test of 1973 was analysed by Kerstin Finnberg and the error data are to be found in the Department of English at Åbo Akademi.

2 It has, quite legitimately, been alleged as a disadvantage with the multiple-choice tests that they might teach the testees the wrong alternatives, because a test or an examination must also be regarded as a learning situation. See for example Mikkonen/Mikkonen, op. cit., p. 130.

3 See footnote 1.

solution percentage (table 4, p.75) clearly shows a positive correlation. The greater number of Finns will also tend to increase the difference between Finns and Swedes as regards the number of distractors not chosen. When comparing the proficiency in English of the Finnish and Swedish applicants it is very important that the distractors 'distract' approximately equally well for both language groups. If an item has four alternatives and two of the distractors do not tempt anybody for example among the Swedes whereas all four alternatives have been chosen by the Finns, this means that the chance to get the item right by guessing is 50 per cent for the former and 25 per cent for the latter applicants. In this connection it must be mentioned that the distractors were deliberately chosen so as to favour both language groups equally often (see chapter 2.2 pp.64 -66). Tables 11 and 12, however, indicate that the Swedes had greater chances than the Finns to get an item right by guessing. If the Swedes really guessed more than the Finns we might expect a greater number of non-discriminating items with a solution percentage between .20 and .80 among the Swedes.[1] Table 8 (p.80) shows that this cannot be the case because the average discrimination is even higher among the Swedes on the difficulty level in question. This would mean that the reason for the greater number of non-functioning distractors among the Swedes was quite simply that the test was, on the whole, easier for them. The vocabulary section in the entrance test of 1973 also speaks in favour of this. In this subtest, where the average solution percentage was the same for the Finns and the Swedes and where the number of applicants were approximately the same in both language groups, the number of non-functioning distractors was also the same for both language groups (see table 11, p.83). We might get an answer to these problems by exposing a control group to the same test items as were used in the entrance test by means of an alternative test procedure, e.g. the cloze procedure.[2]

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1 Too easy or too difficult items show low discriminatory power for other reasons as well (see p.77).
The reason why blind guessing implies low discriminatory power is very simple. If, as in the fictive example above, two alternatives (distractors) could be eliminated as absurd or impossible and the other two alternatives were subject to blind guessing, 50 per cent of the students would be likely to get the item right. If the guessing was really blind the members of the high- and low-group must be spread in equal numbers in both groups and the discrimination index must consequently be around zero (.00).

2 J. W. Oller, "Cloze tests of second language proficiency and what they measure," Language Learning 23 Number 1 (1973), 105 - 118.

The multiple-choice test is, apart from the guessing effect, also subject to other weaknesses. A distractor may, as Ingram says, "...be so cunning that only the good people fall for it."[1] This means that the wrong alternative gets a positive discrimination and the chances for the correct alternative to discriminate will be reduced or eliminated. Items that have distractors of this type are very harmful and should of course be removed from the test. In a well-functioning multiple-choice item the correct alternative should, in other words, show clearly positive discriminatory power (+.30 or more) which means that more highs than lows have answered it correctly, whereas the wrong alternatives (the distractors) should discriminate negatively, which indicates that more lows than highs have chosen each of the wrong alternatives.

It has not been considered worth extending the calculations of discrimination to include all the distractors because the sample was regarded to be too small. The discrimination index has, however, been determined for the distractors which seemed particularly tricky. Especially the items that discriminated negatively might have positively discriminating distractors. The distractor that showed a positive discrimination most obviously was alternative d in item I.2 (see appendix 4b). The discrimination index for the d alternative (which is wrong) was +.44 for the Finns and +.27 for the Swedes. The correct alternative discriminated negatively for both language groups (see appendix 4b). This item was too 'cunning' and should of course have been discarded. Item I.7 seemed for some reason to have been tricky for the Finns. Although the item on the whole was easy (solution percentage .91) some of the better applicants got it wrong (discrimination index -.13). Some of the members of the high-group have fallen for alternative a which explains why this incorrect alternative discriminated positively (+.13). Item III.4 (see appendix 2 and 6) is also very peculiar. The Finns did considerably better on this item, which must be due to the advantage they have from their mother tongue whereas the Swedes, on the other hand, were misled by the Swedish translation equivalent (see also p.65). This item seems to be a good example of the effect of the interference phenomenon, but it does not discriminate in either language group (+.18 among the Swedes and .00 among the Finns. See appendix 4b). The distractor analysis indicates that alternative a is very tricky for both language groups

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1 Davies, ed., op. cit., p. 203.

(discrimination index -.06 for the Finns and +.18 for the Swedes). Also the c alternative fails to function properly among the Finns (discrimination index +.13) whereas it seems all right among the Swedes (-.36). This item contributed very little to the measurement function of the test and was even harmful to fairly many of the applicants.

Item IV.19 is a typical example of an item which discriminates adequately in one language group (discrimination index +.82 among the Swedes) but fails to discriminate in the other (discrimination index +.06 among the Finns). A closer examination shows that 46 per cent of the Finns have chosen alternative a (permission). This must be interpreted as interference from Swedish among the Finns (L_3 interference). This alternative did not discriminate among the Finns (-.06), and neither did the c alternative (-.06). The corresponding distractors among the Swedes showed a clearly negative discrimination which was to be expected (-.18 and -.36). This item clearly favoured the Swedes.

The items of the 'false friend' type in the vocabulary section which were originally expected to elicit incorrect responses among the Swedes, were, in fact, more tricky for the Finns (see appendix 7). Several members of the high-group had, among the Finns, answered 'motion', 'spared', and 'stocks' in items 7, 10, and 28 in the vocabulary section. These applicants were most probably deceived by the Swedish translation clues ('motion', 'sparat', and 'stockar'). None of the members of the high-group among the Swedes fell for these 'false friends', and on the whole the Swedes seem to have been put upon their guard against this type of learning problems. These 'over-tricky' items must to some extent have affected the total test score for some of the better Finns, but they all discriminated surprisingly well.

5. INTERCORRELATIONS OF THE TESTS

The correlation matrices below show the connections between the tests.

Intercorrelation matrix for the Swedes[1]

	I	II	III	IV	I+II+III
II	.28				
III	.39^{++}	.06			
IV	.39^{++}	.22	.55^{++}	-	.61^{++}
Whole test	.66^{++}	.38^{++}	.72^{++}	.93^{++}	.97^{++}

Intercorrelation matrix for the Finns

	I	II	III	IV	I+II+III
II	.16				
III	.14	.05			
IV	.15	.31^{+}	.18		.32^{+}
Whole test	.50^{++}	.63^{++}	.46^{++}	.86^{++}	.80^{++}

All the correlations were positive, but the correlations between the subtests among the Finns were surprisingly low. Only the correlation between the articles and the vocabulary was statisticially significant (at the risk level of 5 %). As for the Swedes all the subtests except the subtest on articles correlated significantly with each other (at the risk level of 1 %). The subtest on articles was, as has been suggested before, too easy to function properly. If we consider that all the subtests showed a greater dispersion among the Finns, which should as a matter of fact increase the correlation coefficients, it is still more surprising that the coefficients of correlation are lower among the Finns. The inter-correlation coefficients indicate that the overlapping of the variables measured by the subtests is very small, which is somewhat surprising because this type of variables usually correlate significantly. This might imply some inconsistency in the test which in this case probably originate from validity defects. The fact that the correlations with all the external criteria employed

1 A correlation marked with ($^{+}$) indicates that the correlation is statistically significant at the confidence level of 5 %, and the mark ($^{++}$) indicates a confidence level of 1 %.

to validate the test were considerably lower among the Finns also speaks in favour of this assumption (see p.73).

The correlation between subtests I, II, and III in conjunction and the vocabulary section was, however, by a narrow margin statistically significant at the 5 % level among the Finns (.32). The corresponding correlation was for the Swedes relatively high (.61). By calculating the coefficient of determination, it was found that 37 per cent of the variance in the vocabulary section was explained by the variance in the rest of the test (sections I, II, and III in conjunction) among the Swedes.[1] As for the Finns only 10 per cent of the variance in the vocabulary section was determined by the variance in the rest of the test. So judging by the low inter-correlations the overall proficiency in English seems more or less to be lacking among the Finns. Yet it is more credible that the low inter-correlations are due to defects in the test battery (e.g. too many 'over-tricky' items in some of the subtests). It is also very likely that the element of overall proficiency from the very start is incorporated in the minds of the Swedes because of the close relationship between English and Swedish.

6. DIFFERENCES IN TEST SCORES BETWEEN FINNS AND SWEDES

As has been suggested before, the Swedes scored better than the Finns in the entrance test, 1974. It has also been assumed that part of these differences may be due to deficiencies in the test instrument. It is, however, of major importance to find out whether the differences between the means might be due to chance fluctuations only. Therefore all the differences were tested for significance by means of a t-test.[2] The results are summarized in the table below.

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1 The squared coefficient of correlation is called the coefficient of determination. It indicates how many per cent of the variance in a variable A is 'determined' or shared by the variance in another variable B. See for example Kerlinger, op. cit., p. 112.

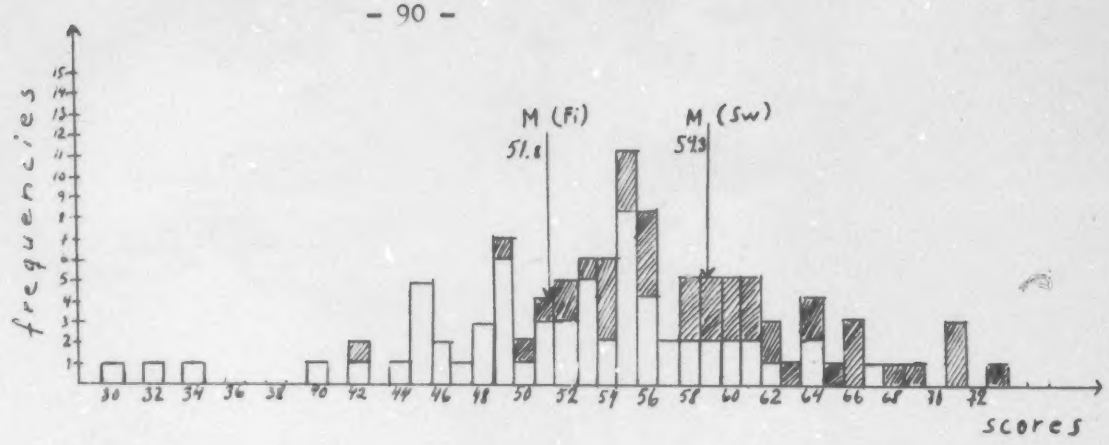
2 As for formulas see for example O. Vejde, Hur man räknar statistik, (Stockholm, 1968), pp. 213 - 235.

Table 13 The differences between the means (and standard deviations) among Finnish and Swedish applicants in the subtests and the whole test

	Mean			S.D.		
	Sw	Fi	Diff	Sw	Fi	Diff
Gr (I)	10.9	9.8	1.1^{++}	1.8	2.0	0.2
Art (II)	14.2	12.4	1.8^{++}	0.9	1.7	0.8^{++}
Pre (III)	11.4	10.5	0.9^{++}	1.5	1.7	0.2
Voc (IV)	22.8	19.2	3.6^{++}	4.3	4.5	0.2
I+II+III	36.5	32.6	3.9^{++}	2.7	3.8	1.1^{++}
Whole test	59.3	51.8	7.5^{++}	6.5	7.2	0.8

The table indicates that all the differences between the means are statistically significant at the 1 % level ($^{++}$).[1] It seems reasonable to believe that these differences must be due to the different native languages as the two language groups in other respects appear to be fairly comparable (more or less the same cutural and educational backgrounds etc.). Similar tendencies may be traced in the results from the matriculation examination (table 1, p.59). The Swedes did considerably better in English in the matriculation examination although the Finns have received somewhat better marks from the teachers. The close relationship of Swedish and English seems in other words to have facilitated the language learning process among the Swedes. The difference in test scores between the Finns and Swedes is clearly discernable in the staple diagram below where the distribution of test scores in the whole test battery is illustrated. The Finns are marked with white and the Swedes with shaded columns.

1 A statistically significant difference at the 1 % level means in practice that there is less than 1 chance in 100 that this difference might have arisen due to chance. The differences between the standard deviations were tested for significance by means of an F test (analysis of variance). As mentioned before, one of the conditions for using t-tests was that the populations had the same standard deviations (variances). The table shows that this condition was not met in two cases. Statisticians have, however, shown that if the samples are sufficiently large (not much below 50) a t-test can nevertheless be employed. See Vejde, op. cit., p. 220.



7. THE PREDICTABILITY OF CONTRASTIVE ANALYSIS

One purpose of the entrance test of 1974 was to find out the extent to which a contrastive analysis could predict errors. As has been accounted for earlier in this report (p.64) all the different subtests (except the articles) were arranged so that some items were, on contrastive grounds, expected to be easier for Finns, and some easier for Swedes and a third category was supposed to be neutral. This categorization was, however, fairly tentative. The tables below show the average percentage of wrong answers in the different subtests.

Table 14 Average percentage of wrong answers in the category that was expected to be easier for Finns (Fi+), in the category expected to be easier for Swedes (Sw+), and in the neutral category

14a Grammar (I)

	Whole subtest (15 items)	Fi+ (5 items)	Sw+ (5 items)	Neutral (5 items)
Fi	35.0	26.6	51.2	26.4
Sw	27.0	21.8	32.0	27.0
Diff	8.0	4.8	19.2	-0.6

14b Prepositions (III)

	Whole subtest (15 items)	Fi+ (5 items)	Sw+ (5 items)	Neutral (5 items)
Fi	30.0	25.0	37.4	28.4
Sw	24.0	30.6	17.0	24.4
Diff	6.0	-5.6	20.4	4.0

14c Vocabulary (IV)

	Whole subtest (30 items)	Fi+ (10 items)	Sw+ (10 items)	Neutral (10 items)
Fi	36.0	47.5	27.8	32.4
Sw	24.0	27.3	13.5	30.8
Diff	12.0	20.2	14.3	1.6

The tables indicate that the contrastive analysis did not predict the learning difficulties to any greater extent. It is, however, remarkable that the neutral category was approximately equally difficult for both language groups in all the subtests. On the whole the subtest on prepositions seems to have shown the greatest predictability. Only in this subtest the category that was expected to be easier for the Finns really was so. Yet it must be remembered that the percentage should, to give a fair picture, be compared with the average percentage of wrong answers in the whole subtest (the first column). It is also noteworthy that the category that was supposed to favour Finns (Fi+) in the vocabulary section, was, as a matter of fact, considerably easier for the Swedes. This category consisted merely of items of the 'false friend' type. The Finns had, as far as this type of items was concerned, more often than the Swedes been deceived by the help they thought they got from Swedish. The Swedes had probably been warned against this type of difficulties during their English classes. So the reason for the greater number of incorrect answers among the Finns in this category is probably their contact with Swedish (L_3 interference). Thus, a superficial knowledge of a related language (i.e. Swedish) may be of more harm than use.

8. TRACES OF INTERFERENCE

The problems of interference have been treated somewhat superficially primarily for the following reasons:

1. The use of multiple-choice tests hinders the testee to give a spontaneous and natural response and might thus give rise to a distorted picture of the mechanism of interference (and language learning in general).
2. The factor of guessing renders the (wrong) answers more difficult to interpret.

3. All the responses, wrong as well as correct, are listed in appendices 6 and 7 for the reader to interpret.

It has, however, been considered necessary to call the reader's attention to some of the most striking instances of interference. To have a reference frame the following categorization of wrong responses (errors) has been made:

1. L_1 interference, where the responses indicate clear influence from the mother tongue.[1]
2. L_2 interference, which implies interference within the target language (English). This overlaps to some extent with overgeneralization.
3. L_3 interference, where the responses indicate influence from a language other than the source or target language (from Swedish among Finns, and from Finnish among Swedes).
4. A 'mixed' category the responses of which do not fall within the borders of any of the three interference categories above. The sources of these 'errors' might be sheer guessing, inadequate memorization, several different sources in conjunction etc.

In general it might be said that when working with multiple-choice tests, certain allowances must be made for the reliability of the process of 'error' identification, because of the guessing factor and the fact that no spontaneous production is tested. Apart from these disadvantages, it should, however, be quite convenient to find out whether the alternatives (distractors) that resembled the mother tongue, were actually chosen. An analysis of item III.3 will illustrate the procedure.

Item III.3 They started a collection_____their own initiative.

	Sw		Fi			Sw		Fi	
	N	%	N	%		N	%	N	%
a. of	12	27	21	33	c. from	1	2	16	25
b. on	32	71	22	35	d. under	-	-	4	6

1 It should also be borne in mind that some of the correct responses are more the result of positive transfer from the mother tongue than actual knowledge of English. Item III.4 (dealt with at page 85) is for example a clear instance of positive transfer among the Finns.

The Finns have tended to choose the alternatives a and c (almost 60 per cent of the entrants). In Finnish the corresponding function is expressed by the elative case ending, which is also semantically most related to the distractors a and c.[1] A comparison with the Swedes shows that the b alternative, which is the correct one, has been chosen very frequently among the members of this language group. This must, no doubt, be explained by the fact that the corresponding expression in Swedish shows semantic as well as structural similarity (på eget initiativ) with the English expression.[2] Thus, as far as this item is concerned the difference between the solution percentages (.71 and .35) in the two language groups is likely to have increased by positive transfer among the Swedes and by negative transfer among the Finns (i.e. L_1 interference). The next item (III.4) shows the reverse situation, where part of the Swedes were deceived by the close similarity of an incorrect alternative with Swedish and where the Finns were helped by the similarity of the correct alternative with Finnish (see also p. 85). Traces of L_1 interference (negative transfer) as well as positive transfer are clearly discernable in these two items. Similar tendencies, which perhaps are most clear-cut in the section of prepositions, could be noticed in many items.

On the whole it seems more difficult to identify the sources of 'errors' among the Finns. It also seems reasonable to believe that the Finns are aware of the fact that they have little help from their mother tongue in learning English. Instead they appear to rely on generalizations within the target language (English). If this assumption is true we might expect the Finns to make a great number of errors of the second category, i.e. L_2 interference (overgeneralization). This assumption seems to some extent to be confirmed by the test results. For example among the articles, at least 60 per cent of the wrong responses may be referred to this category of L_2 interference among the Finns. The corresponding percentage among the Swedes was very low (14 per cent).[3] The same tendency can be traced

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1 Hughes, op. cit., p. 12.

2 The word 'expression' is here meant to cover the content side of language and not only the phonetic aspect of language.

3 The categorization of wrong responses (errors) has been made very roughly. For example the faulty omission of an article has always been interpreted as L_1 interference among the Finns because of the lack of articles in the Finnish language. A psycholinguistic study would, no doubt, reveal that part of these erraneous responses are due to other sources.

in the subtest on prepositions. The Finns are also likely to be aware of the similarities between English and Swedish. Therefore comparatively many of the errors among the Finns bear witness of Swedish influence (L_3 interference).[1] This is particulary true of the vocabulary section. Only one instance of L_3 interference could be traced among the Swedes. In item IV.13 one of the Swedes responded 'nilc' which must have arisen from the Finnish word 'nilkka'. No attempts have been made to systematize the erraneous responses or errors further than this, but for the interested reader all error data are to be found in appendices 6 and 7.

9. SUMMARY AND CONCLUDING REMARKS

A brief summary of the main results of this study will be given in this chapter. The questions or problems stated at the beginning of this report will in turns be dealt with.

1. Does the test function satisfactorily as an instrument of student selection i.e. does the test possess reliability, validity, and discriminatory power?

When answering this very general and extensive question, it has been of special interest to compare the test results of Finns and Swedes. All statistical data have therefore been calculated separately for these two language groups.

The test seems to have possessed fairly high internal consistency or reliability. The 'split-half' method gave a reliability coefficient of .92 among the Finns and .80 among the Swedes. It is, however, of greater importance to find out whether the test was valid i.e. whether the test really measured what it purported to measure. It is in general very difficult to determine the validity of a test, and as regards this test it was particularly difficult, because the objectives of university studies of English have never been clearly stated. About the content of the test it might perhaps be said that the speaking/listening component should have been somewhat more emphasized. The writing/reading component seems in other words to have been a little too dominant.

A striking result was that the correlations with all the external criteria that were employed to validate the test were considerably lower among the Finns than among the Swedes. This might imply a lower test validity among

1 About L_3 interference see also p. 91.

the Finns. In this respect we must, however, make allowances for the trustworhtiness of the external criteria. Yet there are also other tokens of validity defects in the test taken by the Finns. The intercorrelations of the subtests were all very low among the Finns (not statistically significant) which is rather surprising because the variables in the different subtests should by nature be very much related (all the subtests consisted of a grammar/vocabulary component) and are therefore expected to correlate fairly well with each other. The corresponding correlations were considerably higher among the Swedes.[1]

The discriminatory power of the test suffered to some extent from the great number of too easy items. This was especially true of the Swedes for which language group 40 per cent of the items were too easy. A great many of these too easy items are likely to have been avoided if the test had been tried out before coming into use. Correlation calculations between the whole test (75 items) and a test pruned of all items that did not discriminate adequately (discrimination index below +.25) showed, however, that the selectional function of the test was not affected to any greater extent by the non- discriminating items. The correlation coefficients approximated +1.00 for both language groups.[2] The test pruned of all non-discriminating items (below +.25) showed an average discrimination index of +.50 for the Swedes and +.43 for the Finns. This might indicate that the test possessed a greater efficiency of measurement as far as the Swedes are concerned.

2. Is a multiple-choice test a fair (neutral) test irrespective of background language?

There seems to be no reason to believe that certain languages are more compatible with the multiple-choice technique than others. There are, however, some problems connected with the use of the same multiple-choice test for two different language groups. If for example a test is constructed so that very many of the distractors are, on contrastive grounds, ingenious and tricky for one language group, but very easy and even absurd for the other, the test becomes biased and a fair comparison cannot be made between the two language groups. As regards this test there seems to be some

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1 All the subtests except the articles correlated significantly with each other at the 1 % level for the Swedes.

2 The correlation coefficients were +.98 for the Swedes and +.97 for the Finns. See p. 82.

evidence that the factor of L_3 interference (from Swedish) impaired the test results for the Finns. This was also true of the completion items in the vocabulary section.

3. Does the procedure of using test items the purpose of which is to elicit mother-tongue interference, harm the primary purpose of the test i.e. that of student selection?

It has been assumed that when students are to produce an expression or a phrase in the target language which is new to most of them, they will tend to seek help from their mother tongue. If the equivalent mother tongue expression resembles or corresponds to the target language expression, positive transfer is likely to occur. If, on the other hand, the L_1 and L_2 equivalents differ markedly from each other, the student will tend to choose the distractor that is closest to the mother tongue (L_1 interference). If there are too many of these items the test scores will not reflect a proficiency in English, but perhaps rather a proficiency in the student's mother tongue. The item analysis revealed very few items of this kind; the clearest instance is item III.4 (see p.85). We might then say that the use of special interference items did not harm the test in any decisive way.

4. Are there any significant differences between the scores obtained by the Finns and those obtained by the Swedes?

The Swedes scored better than the Finns in all the subtests. A t-test revealed that all the differences were statistically significant at the 1 % level. It seems reasonable to conclude that these differences originate primarily from the difference in background language.[1] The marks in English from the school-leaving certificate and the matriculation examination seem to confirm this assumption (see p.59). The close relationship between Swedish and English thus seems to have facilitated the language learning process among the Swedes. Some of the differences might, however, be due to deficiencies in the test instrument.[2] We must also bear in mind that the Finns are, generally speaking, in a more complicated situation than the Swedes as regards language learning. All the languages learnt at Finnish schools by Finnish-speaking pupils are Indo-European and are thus unrelated

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1 The two language groups were found comparable with respect to the educational and cultural background variables (see p.59).

2 The test seems in some instances to have disfavoured the Finns. See p. 86.

to Finnish. The Swedes, however, learn only languages which are closely related to Swedish.[1] This state of affairs probably also contributed to the difference in scores between the Finns and Swedes.

5. Is it, on contrastive grounds, possible to make predictions of what should be considered difficult for one language group and what for another? Can, in other words, a contrastive analysis in advance detect which items are likely to give an advantage to one language group, but not to the other and vice versa?

The items in the different subtests were compiled so that one third of the items were, on contrastive grounds, expected to be easier for Finns, one third were expected to be easier for Swedes, and one third were expected to be neutral.i.e. of equal difficulty for both language groups. This contrastive analysis showed, however, rather poor predictability. The greatest predictability was to be found in the subtest on prepositions. Only in this subtest the category that was expected to be easier for Finns really was so. On the whole we can say that the results conform with the view that the function of contrastive analysis is explanatory rather than predictive.[2]

6. Can traces of mother-tongue interference (L_1 interference), L_2 interference (interference within the target language), and L_3 interference be detected?

The problems of interference have been treated fairly superficially. Traces of mother-tongue interference (L_1 interference) are clearly discernible in both language groups. It seems, however, more difficult to identify the errors made by the Finns. The Finns tended to make more errors of L_2 interference than the Swedes. Comparatively many of the errors made by Finns bear witness of Swedish influence (L_3 interference). The reverse situation i.e. interference from Finnish among Swedes could be traced in only one case.

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1 This is not true of the Finnish language, but most Swedish-speaking children seem to have a fairly good knowledge of Finnish even before their time at school (at any rate in many areas). After Finnish, English is read extensively at nearly all Swedish schools and the third foreign language learned is usually German.

2 J. C. Catford, "Contrastive analysis and language teaching," in Report of the Nineteenth Annual Round Table Meeting on Linguisitcs and Language Studies, ed., J. E. Alatis (Georgetown University Press, Washington, 1968), p. 160.

The problems dealt with in this report have been of comparatively great diversity. One of the primary goals was to evaluate the entrance test as an instrument of student selection. Finally the Finns and Swedes were compared with regard to the test results and some other variables. Although it was not explicitly stated as a primary goal, it was also hoped that the data of the analysis might shed some light on the mechanism of interference and language learning in general. It was among other things assumed that Finnish- and Swedish-speaking entrants of English will tend to make a different kind of errors. These errors were not supposed to be random, but it was thought possible to detect a pattern of errors which were ultimately due to the background language in one way or the other. These different types of systematic errors would, if they existed, be an evidence that a different strategy of language learning ought to be identifiable among Finnish and Swedish learners of English.[1] Judging by the test data it is fairly obvious that the assumption above is, at least to some extent, substantiated. The Finns seem to have made more errors of L_2 interference (overgeneralization) and L_3 interference whereas the Swedes made comparatively many errors of L_1 interference. This might indicate that the Swedes employed, when learning English, the target language (i.e. English) as a 'superstructure' on top of the background language and a compound interaction of the two meaning systems has thus taken place. According to recent research on the effects of transfer this language learning strategy is expected to be employed when the target and background languages are closely related.[2]

As the Finns made more mistakes referring to L_2 and L_3 interference and comparatively few mistakes referring to L_1 interference it might be taken as an evidence that the interaction between the two meaning systems of Finnish and English is minimal. The Finns seem in other words to strive

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1 Selinker defines strategy of learning approximately as follows: "If fossilizable items, rules, and subsystems are a result of an identifiable approach by the learner to the material to be learned, then we are dealing with strategies of learning." The term 'fossilization' refers to "permanent characteristics of the speech of bilinguals irrespective of the age at which the second language is acquired or the amount of instruction or practice in it." L. Selinker, "Language transfer," General Linguistics, 9 (1969), 67 - 92.

2 L. A. Jakobovits, Foreign Language Learning, (Newbury House Publishers, 1970), pp. 196 - 197.

to build up a completely new meaning system with no contact with the background language (i.e. two coordinate systems). Recent research on transfer supports this, because with unrelated languages negative transfer is minimized in a coordinate setting and the language student will most probably adopt a language learning strategy that conforms with this theory.[1] The comparatively great amount of L_3 interference among the Finns might be explained as a confusion between two fairly similar, but weakly strengthened language systems. The model of 'superstructure' of L_3 on top of L_2 is probably not relevant because the knowledge of both L_2 and L_3 is rather superficial.[2] The almost complete lack of L_3 interference among the Swedes (interference from Finnish) might perhaps indicate that the Swedes tend to learn Finnish as a language system separate from Swedish, which is in accordance with what has been said before about the learning of unrelated languages.

If it is true that Finnish and Swedish learners of English are inclined to employ a different strategy of language learning, the first step is to attempt to make a description of these strategies. The next step would be to adapt the language instruction i.e. the language teaching methods to the adequate language learning strategy. If these suggested language learning strategies are followed, Swedish learners of English ought to get a language instruction which overtly contrasts and compares the meaning systems of L_1 and L_2. The language teaching method ought in other words to be explicit.[3] This approach will according to Jakobovits maximize the positive transfer effect.[4] It should be noted that this is in conflict with the principles in the widespread audiolingual and direct method. The most adequate method of instructing Finnish students of English would then be to keep the meaning systems of L_1 and L_2 separate i.e. an interaction between the meaning systems of the two languages should not be allowed. The audiolingual or the direct method should in other words be

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1 Jakobovits, op. cit., pp. 196-197.

2 L_2 has here been used in the meaning of the first language learnt at school (i.e. Swedish or English) and L_3 in the meaning of the second language learnt at school.(i.e. English or Swedish).

3 See for example M. Oskarsson, Språkinlärning hos vuxna. En sammanfattning av två jämförande metodstudier, Uppsats nr 8, November 1972, (Pedagogiska institutionen, Lärarhögskolan i Göteborg).

4 Jakobovits, op. cit., p. 196. Jakobovits' famous hypothesis says that "with related languages a compound setting will yield more positive transfer than a coordinate setting.".

more adequate for Finnish learners of English. According to Jakobovits this approach would minimize the negative transfer effect.[1] It must, however, be borne in mind that this type of evidence is only suggestive. If more evidence of the correctness of the assumptions above can be accumulated it would imply great changes in the language teaching methodology.[2] In Finland the consequences would perhaps be unusually far-reaching because it would lead to a completely different language instruction methodology and to completely different textbooks in Finnish and Swedish schools. The Finnish-speaking language teachers should according to this be highly skilled in some type of the direct or audiolingual method whereas the Swedish-speaking language teachers ought to master some kind of a 'contrastive', explicit method. This is of course true only of the languages that are related to Swedish. The teachers of Finnish in Swedish schools should of course employ some type of the direct method. Ultimately it might be said that, if the method employed at the schools in Finland mostly is the so called 'grammar-translation' method (which according to the author is very credible) this would mean that Swedish learners of English are favoured as far as the language teaching methodology is concerned (i.e. compared with the Finnish learners of English). But this presupposes that Jakobovits' theory of transfer is correct. Even if Jakobovits is right it should be borne in mind that the transfer effect is a very complex phenomenon and one should beware of drawing hasty conclusions. It could for example be mentioned that the effect of transfer is somewhat different as regards the decoding and encoding skills.[3] One way of attacking these problems would of course be to go out to the Finnish and Swedish schools and find out what methods are actually being used and test these. The problem here is to get the teachers' approval of the procedure.

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1 Jakobovits, op. cit., p. 196. One of Jakobovits' hypotheses tells us that "with unrelated languages a coordinate setting will yield less negative transfer than a compound setting.".

2 Some empirical evidence of the correctness of Jakobovits' hypotheses have been accumulated for example in the U.S.A. and in Sweden. See for example Ellegård, Språk, språkvetenskap, språkinlärning, Stockholm 1971.

3 Cf. Mackey, Language Teaching Analysis, quoted by Ringbom in this volume, p.3.

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APPENDIX 1a

Educational background data and test scores for Swedes. The abbreviations are the same as those used at p.59. The second column (score) indicates the scores obtained in the entrance test in English, 1974 (sections I-IV) and the last column indicates how many years an applicant has read English at school.

		English				Swedish			
code[1]	score	S.L.C.	Matr.	A.A.S.	G.M.	S.L.C.	Matr.	C.A.A.S.	Years
10	62	9	1	7.6	mcl	7	b	7.5	7
11	60	9	1	8.0	mcl	8	cl	7.3	7
12	54	8	mcl	7.9	mcl	8	mcl	7.8	6
13	59	8	1	7.1	mcl	6	b	7.3	7
14	52	8	mcl	8.2	mcl	8	1	7.6	7
15	55	8	1	7.8	mcl	8	cl	7.6	7
16	58	9	mcl	7.8	mcl	9	1	7.8	7
17	64	8	a	7.9	cl	9	1	7.5	8
18	58	9	1	7.9	mcl	8	cl	7.2	7
19	66	9	1	8.4	mcl	9	1	8.1	7
20	56	9	1	8.4	1	8	mcl	7.6	6
21	71	10	1	8.3	1	8	mcl	7.5	7
22	61	9	mcl	8.9	1	9	1	7.5	7
23	61	8	1	7.5	mcl	8	mcl	7.6	6
24	66	7	mcl	7.5	mcl	8	mcl	7.5	7
25	66	9	1	7.6	mcl	7	cl	7.3	7
26	68	10	1	9.0	1	9	1	7.9	7
27	69	10	1	9.6	1	9	1	7.7	6
28	71	10	1	7.6	1	9	1	7.5	7
29	71	9	1	8.9	1	9	1	7.8	6
30	73	10	1	10.0	1	10	1	7.7	7
31	63	8	mcl	7.1	cl	7	cl	7.5	6
33	54	8	1	7.2	cl	7	b	7.5	7
34	59	8	1	6.9	mcl	7	b	7.6	7
36	61	9	1	7.8	mcl	6	a	8.1	7
37	60	8	mcl	7.6	mcl	8	mcl	7.5	7
39	62	8	1	7.5	mcl	8	1	7.9	6
40	50	8	mcl	7.8	mcl	8	cl	7.3	7
41	65	7	cl	6.5	cl	6	b	7.6	7
42	58	7	cl	6.9	cl	7	cl	7.6	7
43	60	8	mcl	7.0	cl	7	cl	7.3	7
44	55	8	mcl	7.8	cl	9	cl	7.1	7
45	49	7	cl	6.9	mcl	7	cl	7.3	7
46	56	7	cl	6.8	b	8	cl	7.6	7
47	55	7	cl	6.8	cl	7	mcl	7.6	7
48	53	6	cl	6.5	b	6	b	7.4	7
49	42	7	cl	7.3	cl	9	mcl	7.8	6
50	54	6	mcl	6.9	b	6	b	7.4	7
51	54	7	1	7.9	mcl	9	mcl	7.5	7
52	54	6	mcl	7.3	mcl	8	mcl	7.6	7
53	59	8	1	7.5	mcl	8	mcl	7.7	7
54	56	8	1	7.7	cl	7	cl	7.4	6
55	52	8	1	7.9	mcl	6	b	7.7	7
56	51	8	mcl	8.2	mcl	8	cl	7.3	7
57	56	7	mcl	7.5	mcl	8	mcl	7.6	7

1 The name of the testees have been converted into code numbers.

APPENDIX 1b

Educational background data and test scores for Finns. The abbreviations are the same as those used at p.59. The second column (score) indicates the scores obtained in the entrance test in English, 1974 (sections I-IV) and the last column indicates how many years an applicant has read English at school.

		English				Swedish			
code	score	S.L.C.	Matr.	A.A.S.	G.M.	S.L.C.	Matr.	C.A.A.S.	Years
1	55	10	l	7.8	mcl	10	l	7.5	7
2	64	8	l	8.3	mcl	9	l	7.3	7
3	56	9	l	8.8	l	9	l	7.8	7
4	53	9	l	8.5	l	9	l	7.2	7
5	61	9	mcl	8.3	l	9	l	7.4	8
6	59	9	l	9.0	l	10	l	7.8	7
7	57	10	l	8.9	l	10	l	7.8	7
8	60	9	mcl	8.9	mcl	9	b	7.8	7
9	64	9	mcl	7.8	mcl	9	mcl	6.8	7
32	49	10	mcl	9.3	mcl	9	mcl	7.6	7
35	55	9	l	8.4	mcl	10	l	7.9	7
38	55	8	l	8.1	mcl	9	l	7.3	7
58	51	8	cl	8.4	l	8	l	7.3	3
59	57	9	l	8.2	mcl	-	-	7.4	8
60	60	9	mcl	8.4	mcl	9	mcl	7.5	7
61	53	8	mcl	8.9	l	9	l	7.7	7
62	58	10	l	8.9	mcl	9	mcl	7.7	8
63	67	6	cl	-	a	6	a	-	7
64	56	9	mcl	8.8	mcl	9	l	7.9	7
65	44	9	l	9.3	l	9	mcl	7.5	8
66	55	9	l	8.7	l	9	l	7.7	7
67	52	9	mcl	8.7	mcl	9	mcl	7.5	77
68	52	10	l	8.8	mcl	9	mcl	7.8	7
69	51	8	l	7.9	l	9	l	7.3	7
70	45	9	mcl	8.3	l	9	l	7.5	8
71	46	9	mcl	8.4	mcl	-	l	7.7	7
72	58	9	l	7.2	mcl	9	mcl	7.3	7
73	62	9	l	7.8	mcl	8	l	8.2	7
74	49	8	l	8.3	mcl	9	l	7.8	7
75	53	10	l	7.9	mcl	7	l	7.9	8
76	53	8	cl	7.1	cl	7	cl	6.9	8
77	48	6	a	7.6	a	6	a	7.0	7
78	52	8	l	8,0	mcl	8	l	7.6	7
79	55	8	mcl	7.3	cl	7	cl	7.5	3
80	55	9	mcl	7.5	cl	8	mcl	7.8	8
81	56	9	cl	6.8	cl	8	cl	7.6	7
82	49	8	mcl	8.2	cl	8	mcl	7.5	8
83	54	9	mcl	7.4	mcl	8	l	7.8	7
84	40	8	cl	8.1	cl	8	cl	7.8	8
85	55	9	cl	8.4	cl	9	l	7.8	7
86	42	6	cl	6.8	cl	7	cl	7.7	7
87	53	7	mcl	7.2	mcl	7	l	7.5	7
88	56	9	mcl	7.8	mcl	9	cl	7.5	3
89	61	9	mcl	7.8	mcl	8	l	7.8	7
90	45	8	cl	8.0	b	8	b	7.7	7
91	34	9	l	8.2	mcl	9	mcl	7.8	3
92	46	8	cl	8.2	mcl	9	mcl	7.9	6
93	48	8	cl	8.2	mcl	8	mcl	7.3	7
94	45	7	cl	-	b	-	-	6.5	7
95	50	8	mcl	7.8	mcl	8	cl	7.8	5
96	30	7	-	7.2	cl	8	l	7.5	3

		English				Swedish			
code	score	S.L.C.	Matr.	A.A.S.	G.M.	S.L.C.	Matr.	C.A.A.S.	Years
97	49	7	cl	7.0	cl	6	cl	7.6	7
98	49	7	cl	7.2	cl	7	cl	7.3	7
99	45	7	cl	7.8	mcl	8	1	7.5	3
100	49	8	1	8.2	mcl	7	mcl	7.8	7
101	48	8	1	7.7	mcl	8	mcl	7.2	7
102	45	7	cl	7.5	b	8	cl	7.5	9
103	51	7	b	7.1	cl	8	cl	7.0	8
104	59	8	mcl	7.9	mcl	8	cl	7.3	7
105	55	8	1	6.9	mcl	8	1	7.7	8
106	47	8	1	7.5	mcl	8	mcl	7,1	7
107	54	7	mcl	7.3	mcl	-	mcl	7.9	7
108	32	8	mcl	8.3	1	8	1	7.8	3

INTRÄDESPROV I ENGELSKA VID ÅBO AKADEMI. 4 TIMMAR

Augusti 1974

VAR GOD TEXTA ELLER SKRIV MYCKET TYDLIGT!

NAMN:_____

FÖDELSEDATUM:_____

DIMITTERAD FRÅN VILKEN SKOLA? NÄR?_____

_____

Allmänt vitsord i studentexamen_____

Vitsord i engelska i studentexamen_____

Medeltal i kunskapsämnen på dimissionsbetyget_____

Vitsord i engelska på dimissionsbetyget_____

Hur många år engelska i skolan?_____

Hemspråk och skolspråk: a) svenska, b) finska, c) svenska och finska
d) annat (vilket) _____

Om du kommer ihåg. Vilken grammatikbok användes under din tid i gymnasiet? (ange författare& titel)_____

_____

Det skriftliga meddelandet om resultatet postas till:

_____

_____

(Var god adressera det bruna kuvertet och inlämna det med svaret!)

ANVISNINGAR. Ögna först igenom hela provet och se till att du hinner med alla frågor och uppsatsen. Besvara sedan frågorna genom att fylla i tomrummen eller genom att märka de rätta svarsalternativen med en ring, och skriv till slut uppsatsen.

SKRIV TYDLIGT!

SECTION I. GRAMMAR

Choose the most likely alternative, the one that fits in best with the sentence(s). Circle the corresponding letter.

1. Is it true that girls cry _____ than boys?

a. easily
b. easier
c. more easily
d. more easy

2. The teacher had to find out _____ the boys had been involved in the riot.

a. the extent to which
b. to that extent
c. the extent to what
d. to which extent

3. Though people call Harry a coward, he is not _____ is easily frightened.

a. one, who
b. such that
c. one who
d. such as

4. He did it without _____ _____ it.

a. my knowing
b. that I knowing
c. that I knew
d. I knowing

5. Since it is so late, you _____ leave immediately.

a. will better
b. had better
c. have better
d. are better

6. He was regularly an hour late, but this time he was even _____.

a. later than usually
b. later than usual
c. later as usually
d. later as usual

7. The artist finished _____ when we entered his studio.

a. to paint
b. paint
c. to painting
d. painting

8. Unfortunately the repairs_____ be done this week.

a. can possibly not
b. possibly cannot
c. can impossibly
d. cannot possibly

9. _____, tell her I'm out.

a. Should my sister come
b. If my sister would come
c. If my sister came
d. If my sister will come

10. They are not used _____ at restaurants.

a. to eat
b. and eat
c. eating
d. to eating

11. We don't think it's necessary to have _____.

a. an own car
b. a car of ours
c. a car of our own
d. a car of ours own

12. Since there was a draught I asked the ladies if I _____ shut the window.
   a. should
   b. would
   c. will
   d. may

13. There is absolutely no doubt _____ the right person for us.
   a. about he being
   b. about him to be
   c. about that he is
   d. about his being

14. Haven't you seen _____ of the three sisters before?
   a. none
   b. any
   c. anybody
   d. someone

15. Nowhere _____ find better strawberries than these.
   a. will you
   b. you will
   c. cannot you
   d. you cannot

SECTION II. ARTICLES

In this section the alternative marked with a short line (-) means that no article should be used in the sentence(s).

1. Although I like _____ food, I hate my mother's cooking.
   a. the
   b. a
   c. -

2. She wanted to become _____ dentist.
   a. a
   b. the
   c. -

3. His mother plays _____ piano very well.
   a. -
   b. the
   c. a

4. As _____ weather was so good, we stayed out all day.
   a. -
   b. a
   c. the

5. We were listening to ____ radio, when he burst into my room.
   a. a
   b. the
   c. -

6. In England they start ____ school earlier than in Finland.
   a. a
   b. -
   c. the

7. They had ____ lot of luggage when they went on board the ship.
   a. a
   b. -
   c. the

8. The colours are wonderful at ____ sunset.
   a. -
   b. the
   c. a

9. Even in today's Finland there are many poor people in ___ society.

a. -
b. a
c. the

10. _____ friend is someone you can trust.

a. -
b. a
c. the

11. 1066 is one of the important dates in _____ English history.

a. a
b. -
c. the

12. Mr Brown is really _____ Conservative to his finger-tips.

a. a
b. the
c. -

13. Most Finns have ____ sauna bath on Saturdays.

a. -
b. the
c. a

14. Although _____ people supported M. B., he still decided to resign.

a. most
b. the most
c. most of
d. the most of

15. With such a husband _____ must be absolute hell for her at times.

a. life
b. one life
c. a life
d. to live

SECTION III. PREPOSITIONS

1. He just shrugged _____ shoulders after hearing the sentence.

a. his
b. at his
c. on his
d. about his

2. I am sure one gets ____ any destination in this country in two hours.

a. to
b. in
c. at
d. for

3. They started a collection ____ their own initiative.

a. of
b. on
c. from
d. under

4. The soup is not ____ my taste.

a. of
b. with
c. in
d. to

5. The man was not brave ____ nature, but sometimes he showed considerable courage.

a. of
b. by
c. from
d. out of

6. The lady is famous _____ her beauty.

a. of
b. from
c. for
d. over

7. Many people in Finland suffer _____ cancer.

a. from
b. of
c. for
d. by

8. "Did he live up to your expectations? Oh yes, he did so _____ a very great extent".

a. to
b. in
c. for
d. on

9. The value of a book does not depend ____ its size.

a. from
b. at
c. of
d. on

10. Charles did not reply _____ letters.

a. her
b. to her
c. on her
d. at her

11. What's the reason _____ his failure?

a. to
b. about
c. for
d. with

12. The boys sat down _____ the ground.

a. to
b. on to
c. on
d. at

13. These essays could not have been written _____ our students.

a. by
b. of
c. with
d. from

14. He was innocent ____ the crime.

a. for
b. to
c. of
d. from

15. I think he goes too far. He always intrudes ____ my privacy.

a. to
b. into
c. on
d. of

SECTION IV. VOCABULARY

In the sentences where the words are given in Swedish/Finnish (within brackets), attempt to give a translation of the words within brackets that fits in best with the sentence(s).

1. Earlier he worked for his father, but last year he set up a _____ (affär, liike) of his own in another town.

2. This girl speaks no less than six languages _____ (flytande, sujuvasti).

3. In the discussion our opinions differed so much that we arrived at no _____.

a. concussion
b. contraction
c. consideration
d. conclusion

4. When he applied for the scholarship he had to fill in no less than eight _____ (blanketter, lomaketta).

5. This rich man appears to have forgotten that man is _____ (dödlig, kuolevainen).

6. The young prince was _____ to lose his life the following year.

a. predestined
b. preceded
c. prescribed
d. presented

7. I feel I badly need some _____ (motion, liikuntaa)

8. The speed _____ (begränsning, rajoitus) is now 80 km/hour.

9. In his _____ , Churchill gives a detailed account of tha Boer War.

a. memories
b. recollections
c. remembrances
d. memoirs

10. When the old man died he had _____ (sparat, säästänyt a great deal of money.

11. She does not seem to care what the children are doing, she seems to be completely _____ (likgiltig, välinpitämätön).

12. Originally this firm had only five people working in their office, but now they have _____ so that more than thirty people are doing office work.

a. expanded
b. added
c. widened
d. re-established

13. I sprained my _____ (vrist, nilkka) when playing football yesterday.

14. I have got a bad cold, so I'm afraid we have to _____ (annullera, peruuttaa) the ticket reservations.

15. Michael _____ his throat carefully before he began to speak.

a. choked
b. cleared
c. opened
d. clarified

16. They work eight hours a day at this _____ (fabrik, tehdas).

17. He remained a _____ _____ (ungkarl, vanhapoika) until his death.

18. They put up this _____ of Paavo Nurmi about twenty years ago.

a. status
b. statute
c. stature
d. statue

19. My cousin asked for a month's _____ _____ from the Army when he took part in the Finnish Yachting Championships.

a. permission
b. leave
c. absence
d. permittance

20. The wound in my arm almost made me lose _____.

a. conscientiousness
b. awareness
c. conscience
d. consciousness

21. The birds went flying high up in the air. Particularly the _____ seemed to be worried about their nests.

a. swallows
b. shallows
c. scarecrows
d. shells

22. Could you _____ this orange for me, please?

a. peel
b. scale
c. skin
d. flaw

23. Stephenson _____ (uppfann, keksi) the steam-engine.

24. Although there had been no shooting for a few days , the truce wasn't _____: fighting soon started again.

a. immanent
b. permanent
c. continent
d. pertinent

25. Sarah was obviously very fond of her boyfriend: she even used to _____ (sticka, kutoa) him a pullover during the professor's lectures.

26. How peculiar he looks! I really think he must have something up his sleeve. This means that _____ _____.

a. he probably has a secret plan
b. there is something wrong with his clothes
c. he must have been drinking
d. he hasn't had a proper meal for days

27. The elderly man over there looks very distinguished. This means _____.

a. that he looks so old that he will die very soon
b. that he seems very worried about something
c. that he keeps staring at something all the time
d. that his looks are those of a fine old gentleman and command respect

28. Their summer house was built of _____ (stockar, hirsistä).

29. Since the man is exceptionally competent, we expect him to show a _____ knowledge of his subject.

a. profound
b. precautious
c. superficial
d. superstitious

30. Although the Romans were a great people they _____ their slaves in the most terrible fashion.

a. exempted
b. extorted
c. extracted
d. exploited

SECTION V. BACKGROUND

1. Name the two main political parties in the United States: _____.

2. Name three languages spoken in Europe today which are not related to English _____

3. Name two plays written by Shakespeare _____

_____

4. Name two English daily papers _____

5. Name two English rivers _____

6. Name two cities in the United States on the east coast and two cities on the west coast _____

_____

7. What events in British history do you associate with the years 1066 _____, 1215 _____ and 1660 _____.

8. Find the right pairs (i.e. if you think Agnew is a medieval English writer, write a-2 etc.)

a. Agnew _____	1. An Australian city
b. Toronto _____	2. A medieval English writer
c. Dublin _____	3. The capital of Nothern Ireland
d. Heath _____	4. A city in Scotland
e. Gladstone _____	5. A former Vice-President of the U.S.A.
f. Chaucer _____	6. A Canadian city
g. Sydney _____	7. A part of London
h. Kensington _____	8. A 19th-century English statesman
i. Britten _____	9. An American writer
j. Ulster _____	10. The present British Prime Minister
k. Shaw _____	11. The Capital of the Republic of Ireland
	12. The leader of the Conservative Party in Britain
	13. A province in Ireland
	14. An English playwright, born in Ireland
	15. An English composer

SECTION VI. SPELLING

Supply the missing forms marked by x (Example boy - boys, child - x, x= children)

1. dark - darkly
   lazy - x x =
   false - x x =
   merry - x x =
2. work - works
   try - x x =
   say - x x =
   catch - x x =
3. walk - walking
   try - x x =
   lie - x x =
   run - x x =
   ship - x x =
   hate - x x =
   cross - x x =
4. fast - faster
   brave - x x =
   happy - x x =
   sad - x x =
5. boy - boys
   house - x x =
   country -x x =
   potato - x x =
   leaf - x x =
   roof - x x =
6. melody - melodious
   court - x x =
   mystery - x x =
   grief - x x =
7. care - careless
   mercy - x x =
   hope - x x =
   pity - x x =
8. false - falsity
   curious - x x =
   monstrous - x x =

SECTION VII. PRONUNCIATION

1. In which of the following words is the suffix pronounced/t/?
punished, confined, missed, produced, robbed, puzzled.

2. In which of the following words is the <u>th</u> pronounced like the <u>th</u> in <u>this</u> ?
think, those, Thompson, worthy, father, thrill, mirth, South Southern, Arthur, throw, though, heath, clothes, faith.

3. In each of the columns below, find all those pairs of words (one, two, or three pairs in each column, but only two words in each pair), which have exactly the same pronunciation in British English.

hair	chased	caught	crate	bears	brides
air	chat	cat	rode	bees	prize
heir	shut	cod	right	peace	prays
are	just	god	rate	piece	price
hare	used	cold	wrote	peas	prides
higher	shout	gold	road	pierce	praise
hear	chaste	cut	write	pears	brace
hire	short	got	great	pairs	breeds
	chart	good	root		
		court	greet		
		card	grit		
		car			
		cord			
		core			

SECTION VIII. COMPOSITION

Write about a film, book, or television programme that you have seen/read recently and say what you thought of it (What was it about? What did you find especially good? What didn't you like?). Give the title of the book/ film/ programme as your title.

APPENDIX 3

The lists below contain the distribution of the high- and low-groups in the different subtests. The names of the applicants have been converted into code numbers. In cases where several entrants have obtained the same score in a subtest and only some of them may be included in the high- or low-group, the score in the whole test has determined the choice.

I Grammar: entrants belonging to high- and low-group.

Swedish entrants

High-group		Low-group	
code	score	code	score
11	14	15	9
26	14	36	9
29	14	40	9
30	14	42	9
16	13	46	9
21	13	52	9
27	13	54	9
28	13	23	8
19	12	50	8
24	12	47	7
25	12	49	7

Finnish entrants

High-group		Low-group	
code	score	code	score
2	13	71	9
6	13	99	9
9	13	32	8
70	13	86	8
73	13	94	8
75	13	97	8
83	13	100	8
107	13	106	8
1	12	84	7
5	12	91	7
58	12	96	7
68	12	65	6
79	12	77	6
88	12	93	6
98	12	102	6
63	11	108	5

II Articles: entrants belonging to high- and low-groups

Swedish entrants

High-group		Low-group	
code	score	code	score
10	15	45	14
21	15	49	14
22	15	52	14
23	15	14	13
24	15	16	13
25	15	17	13
26	15	36	13
27	15	43	13
28	15	55	13
29	15	56	12
30	15	15	11

Finnish entrants

High-group		Low-group	
code	score	code	score
3	15	5	11
59	15	63	11
61	15	65	11
62	15	94	11
73	15	98	11
6	14	99	11
9	14	108	11
35	14	38	10
60	14	92	10
64	14	93	10
67	14	96	10
68	14	70	9
80	14	71	9
88	14	91	9
89	14	84	8
2	13	90	8

III Prepositions: entrants belonging to high- and low-groups.

Swedish entrants			
High-group		Low-group	
code	score	code	score
29	14	12	10
30	14	48	10
19	13	55	10
21	13	14	9
24	13	18	9
25	13	34	9
27	13	40	9
28	13	45	9
39	13	47	9
41	13	50	9
43	13	51	9

Finnish entrants			
High-group		Low-group	
code	score	code	score
63	15	1	9
81	14	38	9
100	14	61	9
62	13	74	9
64	13	75	9
79	13	76	9
104	13	77	9
2	12	102	9
6	12	106	9
8	12	108	9
69	12	67	8
72	12	80	8
85	12	92	8
89	12	86	7
101	12	91	7
9	11	96	7

IV Vocabulary: entrants belonging to high- and low-groups

Swedish entrants			
High-group		Low-group	
code	score	code	score
21	30	12	20
28	30	53	20
30	30	57	20
17	29	52	19
27	28	55	18
29	28	56	18
19	27	40	17
26	27	44	17
31	27	45	16
33	27	48	16
36	27	49	10

Finnish entrants			
High-group		Low-group	
code	score	code	score
63	30	65	17
5	27	102	17
2	26	68	16
9	26	82	16
38	26	90	16
89	26	94	16
60	25	98	16
72	25	84	15
8	24	99	15
59	24	103	15
3	23	86	14
7	23	101	14
66	23	70	13
73	23	91	11
80	23	108	7
104	23	96	6

APPENDIX 4a

The indices of discrimination and difficulty for the items of the entrance test of 1974. The Roman numerals in the first column refer to different subtests (sections), i.e. grammar (I), articles (II), prepositions (III), and vocabulary (IV). The entrance test is included in appendix 2.

	Swedish entrants		Finnish entrants	
Items	Discr.	Difficulty	Discr.	Difficulty
I.1	+.45	.76	+.25	.79
I.2	.00	.18	-.12	.35
I.3	+.18	.93	+.31	.84
I.4	.00	.98	+.25	.91
I.5	+.27	.89	+.31	.86
I.6	+.09	.69	+.43	.30
I.7	+.54	.84	+.06	.91
I.8	+.45	.78	+.62	.71
I.9	+.27	.42	+.50	.35
I.10	+.91	.53	+.56	.46
I.11	+.09	.98	+.31	.87
I.12	.00	.76	+.50	.38
I.13	+.36	.80	+.62	.60
I.14	+.36	.82	+.06	.89
I.15	+.63	.60	+.50	.57
II.1	+.09	.93	+.06	.98
II.2	.00	1.00	+.37	.84
II.3	.00	1.00	+.25	.86
II.4	+.27	.89	.00	.92
II.5	.00	.98	.00	.98
II.6	+.09	.98	+.56	.71
II.7	.00	1.00	+.12	.95
II.8	.00	1.00	+.37	.60
II.9	+.63	.64	+.43	.64
II.10	.00	1.00	+.25	.89
II.11	+.27	.93	+.75	.59
II.12	+.36	.89	.00	.81
II.13	.00	1.00	+.62	.76
II.14	+.18	.96	+.31	.91
II.15	+.09	.98	+.31	.91
III.1	.00	1.00	+.25	.81
III.2	+.54	.71	+.50	.68
III.3	+.36	.71	+.68	.35
III.4	.00	.09	+.31	.45
III.5	+.36	.76	+.18	.92
III.6	+.18	.91	+.12	.97
III.7	.00	1.00	+.12	.95
III.8	+.09	.98	+.25	.76
III.9	.00	1.00	.00	1.00
III.10	+.63	.40	+.56	.57

	Swedish entrants		Finnish entrants	
Items	Discr.	Difficulty	Discr.	Difficulty
III.11	+.54	.64	+.31	.81
III.12	.00	.93	+.37	.68
III.13	+.09	.98	.00	.97
III.14	+.72	.69	+.37	.41
III.15	+.36	.60	+.12	.13
IV.1	.00	.98	.00	1.00
IV.2	+.54	.51	+.68	.73
IV.3	.00	1.00	+.18	.91
IV.4	+.81	.33	+.37	.16
IV.5	+.63	.67	+.56	.48
IV.6	+.09	.98	+.43	.78
IV.7	+.81	.64	+.50	.19
IV.8	+.27	.82	+.31	.84
IV.9	+.45	.76	+.37	.40
IV.10	+.36	.87	+.31	.54
IV.11	+.54	.62	+.12	.60
IV.12	.00	1.00	+.50	.71
IV.13	+.45	.80	+.43	.60
IV.14	+.63	.38	+.75	.48
IV.15	+.09	.96	+.06	.76
IV.16	+.09	.93	+.31	.78
IV.17	+.54	.78	+.50	.71
IV.18	.00	.98	+.06	.97
IV.19	+.63	.49	+.25	.32
IV.20	+.45	.60	+.68	.52
IV.21	+.09	.93	+.06	.92
IV.22	+.54	.78	+.37	.64
IV.23	+.09	.89	+.56	.75
IV.24	+.27	.91	+.12	.94
IV.25	+.09	.93	+.50	.64
IV.26	+.09	.87	+.31	.91
IV.27	+.45	.84	+.43	.75
IV.28	+.72	.51	+.43	.38
IV.29	+.63	.78	+.31	.76
IV.30	+.45	.29	+.25	.08

APPENDIX 4b

The indices of discrimination when the high-group/low-group division was made on the basis of the scores achieved in the whole test i.e. the subtests I-IV in conjunction.

	Swedish entrants		Finnish entrants	
Items	Discr.	Difficulty	Discr.	Difficulty
I.1	+.09	.76	+.19	.79
I.2	−.27	.18	−.31	.35
I.3	.00	.93	+.31	.84
I.4	+.09	.98	+.19	.91
I.5	+.18	.89	+.06	.86
I.6	−.09	.69	+.13	.30
I.7	+.36	.84	−.13	.91
I.8	+.64	.78	+.31	.71
I.9	+.27	.42	+.50	.35
I.10	+.73	.53	+.38	.46
I.11	+.09	.98	+.31	.87
I.12	−.18	.76	−.06	.38
I.13	+.36	.80	+.31	.60
I.14	+.09	.82	+.06	.89
I.15	+.45	.60	+.38	.57
II.1	.00	.93	−.06	.98
II.2	.00	1.00	+.44	.84
II.3	.00	1.00	+.25	.86
II.4	−.09	.89	+.06	.92
II.5	.00	.98	.00	.98
II.6	.00	.98	+.50	.71
II.7	.00	1.00	.00	.95
II.8	.00	1.00	+.63	.60
II.9	+.18	.64	+.13	.64
II.10	.00	1.00	+.31	.89
II.11	+.27	.93	+.44	.59
II.12	+.18	.89	−.13	.81
II.13	.00	1.00	+.13	.76
II.14	+.09	.96	+.25	.92
II.15	+.09	.98	+.19	.91
III.1	.00	1.00	+.13	.81
III.2	+.64	.71	+.25	.68
III.3	+.27	.71	+.25	.35
III.4	+.18	.09	.00	.45
III.5	+.18	.76	+.13	.92
III.6	.00	.91	+.06	.97
III.7	.00	1.00	+.13	.95
III.8	+.09	.98	+.44	.76
III.9	.00	1.00	.00	1.00
III.10	+.55	.40	+.44	.57

	Swedish entrants		Finnish entrants	
Items	Discr.	Difficulty	Discr.	Difficulty
III.11	+.36	.64	+.06	.81
III.12	-.09	.93	+.06	.68
III.13	+.09	.98	-.06	.97
III.14	+.64	.69	+.50	.41
III.15	+.18	.60	-.13	.13
IV.1	.00	.98	.00	1.00
IV.2	+.55	.51	+.50	.73
IV.3	.00	1.00	+.13	.91
IV.4	+.55	.33	+.31	.16
IV.5	+.82	.67	+.44.	.48
IV.6	+.09	.98	+.50	.78
IV.7	+.64	.64	+.50	,19
IV.8	+.18	.82	+.31	.84
IV.9	+.45	.76	+.13	.40
IV.10	+.45	.87	+.50	.54
IV.11	+.45	.62	+.06	.60
IV.12	.00	1.00	+.38	.71
IV.13	+.36	.80	+.44	.60
IV.14	+.73	.38	+.69	.48
IV.15	+.18	.96	+.25	.76
IV.16	+.09	.93	+.13	.78
IV.17	+.45	.78	+.44	.71
IV.18	.00	.98	.00	.97
IV.19	+.82	.49	+.06	.32
IV.20	+.36	.60	+.56	.52
IV.21	+.09	.93	+.06	.92
IV.22	+.27	.78	+.19	.64
IV.23	+.09	.89	+.63	.75
IV.24	+.27	.91	+.19	.94
IV.25	+.09	.93	+.50	.64
IV.26	+.18	.87	+.25	.91
IV.27	+.45	.84	+.50	.75
IV.28	+.64	.51	+.50	.38
IV.29	+.55	.78	+.19	.76
IV.30	+.36	.29	+.25	.08

APPENDIX 5a

The Swedish entrants ordered according to the scores they achieved in the whole entrance test (75 items) compared with the order of the same entrants in a test composed of items with satisfactory discriminatory power only (+.27 or more; 39 out of 75 items).

All 75 items			Accepted items only (39)		
code	rank	score	code	rank	score
30	1	73	30	1	39
21	2	71	21	2	38
28	3	71	28	3	38
29	4	71	29	4	37
27	5	69	27	5	35
26	6	68	26	7	33
19	7	66	19	6	34
24	8	66	24	9	32
25	9	66	25	8	33
41	10	65	41	11	31
17	11	64	17	13	30
33	12	64	33	12	31
31	13	63	31	10	32
10	14	62	10	17	29
39	15	62	39	14	30
22	16	61	22	15	30
23	17	61	23	19	28
36	18	61	36	20	27
11	19	60	11	26	25
37	20	60	37	16	30
43	21	60	43	18	29
13	22	59	13	23	26
34	23	59	34	21	27
53	24	59	53	27	25
16	25	58	16	22	27
18	26	58	18	24	26
42	27	58	42	28	25
20	28	56	20	33	23
46	29	56	46	31	24
54	30	56	54	29	25
57	31	56	57	32	24
15	32	55	15	25	26
44	33	55	44	38	20
47	34	55	47	30	25
12	35	54	12	36	21
50	36	54	50	34	22
51	37	54	51	39	19
52	38	54	52	35	22
48	39	53	48	40	19
14	40	52	14	41	19
55	41	52	55	37	21
56	42	51	56	42	18
40	43	50	40	43	16
45	44	49	45	44	16
49	45	42	49	45	12

APPENDIX 5b

The Finnish entrants ordered according to the scores they achieved in the whole entrance test (75 items) compared with the order of the same entrants in a test composed of items with discriminatory power only (+.25 or more; 54 out of 75 items).

All 75 items			Accepted items only (54)		
code	rank	score	code	rank	score
63	1	67	63	1	48
2	9	64	2	2	47
9	3	64	9	3	46
73	4	62	73	5	44
5	5	61	5	4	45
89	6	61	89	6	44
8	7	60	8	8	41
60	8	60	60	7	43
6	9	59	6	13	39
104	10	59	104	9	40
62	11	58	62	10	40
72	12	58	72	11	40
7	13	57	7	19	38
59	14	57	59	14	39
3	15	56	3	15	39
64	16	56	64	20	38
81	17	56	81	12	40
88	18	56	88	21	38
1	19	55	1	23	37
35	20	55	35	26	36
38	21	55	38	16	39
66	22	55	66	24	37
79	23	55	79	17	39
80	24	55	80	27	36
85	25	55	85	18	39
105	26	55	105	22	38
83	27	54	83	25	37
107	28	54	107	32	34
4	29	53	4	28	36
61	30	53	61	30	35
75	31	53	75	33	34
76	32	53	76	34	34
87	33	53	87	31	35
67	34	52	67	38	33
68	35	52	68	35	34
78	36	52	78	29	36
58	37	51	58	41	31
69	38	51	69	36	34
103	39	51	103	42	31
95	40	50	95	37	34
32	41	49	32	48	29
74	42	49	74	44	30
82	43	49	82	45	30
97	44	49	97	39	32

All 75 items			Accepted items only (54)		
code	rank	score	code	rank	score
98	45	49	98	46	30
100	46	49	100	43	31
77	47	48	77	40	32
93	48	48	93	52	28
101	49	48	101	49	29
106	50	47	106	50	29
71	51	46	71	51	29
92	52	46	92	47	30
70	53	45	70	53	28
90	54	45	90	58	24
94	55	45	94	54	27
99	56	45	99	56	26
102	57	45	102	55	27
65	58	44	65	57	26
86	59	42	86	59	24
84	60	40	84	60	23
91	61	34	91	61	18
108	62	32	108	63	15
96	63	30	96	62	16

APPENDIX 6

Distribution of responses among the different choices (distractors). A comparison between Finnish and Swedish entrants. The correct responses are underlined.

I GRAMMAR	DISTRACTORS									
	a.		b.		c.		d.		No answer	
	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.
No.[1] I.1	1	-	10	13	33	50	-	-		
%	2.2	-	22.2	20.6	76.3	79.4	-	-		
No. I.2	8	22	-	-	2	2	35	39		
%	17.8	34.9	-	-	4.4	3.2	77.8	61.9		
No. I.3	3	6	-	3	42	53	-	1		
%	6.7	9.5	-	4.8	93.3	84.1	-	1.6		
No. I.4	44	57	-	1	1	4	-	1		
%	97.8	90.5	-	1.6	2.2	6.3	-	1.6		
No. I.5	-	-	40	54	5	9	-	-		
%	-	-	88.9	85.7	11.1	14.3	-	-		
No. I.6	14	42	31	19	-	-	-	6		
%	31.1	66.7	68.9	30.2	-	-	-	3.2		
No. I.7	7	6	-	-	-	-	38	57		
%	15.6	9.5	-	-	-	-	84.4	90.5		
No. I.8	3	11	-	6	7	1	35	45		
%	6.7	17.5	-	9.5	15.6	1.6	77.8	71.4		
No. I.9	19	22	22	14	2	16	2	11		
%	42.2	34.9	48.9	22.2	4.4	25.4	4.4	17.5		
No. I.10	20	32	-	-	1	2	24	29		
%	44.4	50.8	-	-	2.2	3.2	53.3	46.0		
No. I.11	1	7	-	-	44	55	-	1		
%	2.2	11.1	-	-	97.4	87.3	-	1.6		
No. I.12	34	24	2	4	-	2	9	33		
%	75.6	38.1	4.4	6.3	-	3.2	20.0	52.4		
No. I.13	2	2	-	4	7	19	36	38		
%	4.4	3.2	-	6.3	15.6	30.2	80.0	60.3		
No. I.14	-	1	37	56	8	5	-	1		
%	-	1.6	82.2	88.9	17.8	7.9	-	1.6		
No. I.15	27	36	17	20	-	2	1	5		
%	60.0	57.1	37.8	31.7	-	3.2	2.2	7.9		

1 No. indicates number of responses among the different choices (distractors). % indicates the percentage of responses of the total number of answers.

II ARTICLES	DISTRACTORS									
	a.		b.		c.		d.		No answer	
	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.
No. II.1	3	1	-	-	42	62				
%	6.7	1.6	-	-	93.3	98.4				
No. II.2	45	53	-	-	-	10				
%	100	84.1	-	-	-	15.9				
No. II.3	-	9	45	54	-	-				
%	-	14.3	100	85.7	-	-				
No. II.4	5	5	-	-	40	58				
%	11.1	7.9	-	-	88.9	92.1				
No. II.5	-	1	44	62	1	-				
%	-	1.6	97.8	98.4	2.2	-				
No. II.6	-	2	44	45	1	16				
%	-	3.2	97.8	71.4	2.2	25.4				
No. II.7	45	60	-	3	-	-				
%	100	95.2	-	4.8	-	-				
No. II.8	45	38	-	23	-	2				
%	100	60.3	-	36.5	-	3.2				
No. II.9	29	40	-	2	16	21				
%	64.4	63.5	-	3.2	35.6	33.3				
No. II.10	-	4	45	56	-	3				
%	-	6.3	100	88.9	-	4.8				
No. II.11	-	-	42	37	3	26				
%	-	-	93.3	58.7	6.7	41.3				
No. II.12	40	51	-	-	5	12				
%	88.9	81.0	-	-	11.1	19.0				
No. II.13	-	11	-	4	45	48				
%	-	17.5	-	6.3	100	76.2				
No. II.14	43	58	2	2	-	3				
%	95.6	92.1	4.4	3.2	-	4.8				
No. II.15	44	57	-	-	-	2	1	4		
%	97.8	90.5	-	-	-	3.2	2.2	6.3		

III PREPOSITIONS	DISTRACTORS									
	a.		b.		c.		d.		No answer	
	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.
No. III.1	45	51	-	1	-	6	-	5		
%	100	81.0	-	1.6	-	9.5	-	7.9		
No. III.2	32	43	-	8	11	7	2	4	-	1
%	71.1	68.3	-	12.7	24.4	11.1	4.4	6.3	-	1.6
No. III.3	12	21	32	22	1	16	-	4		
%	26.7	33.3	71.1	34.9	2.2	25.4	-	6.3		
No. III.4	4	26	-	1	37	8	4	28		
%	8.9	41.3	-	1.6	82.2	12.7	8.9	44.5		
No. III.5	3	1	34	58	3	-	5	4		
%	6.7	1.6	75.6	92.1	6.7	-	11.1	6.3		
No. III.6	4	1	-	-	41	61	-	1		
%	8.9	1.6	-	-	91.1	96.8	-	1.6		
No. III.7	45	60	-	2	-	-	-	1		
%	100	95.2	-	3.2	-	-	-	1.6		
No. III.8	44	48	1	10	-	-	-	1		
%	97.8	76.2	2.2	15.9	-	-	-	1.6		
No. III.9	-	-	-	-	-	-	45	63		
%	-	-	-	-	-	-	100	100		
No. III.10	16	14	18	36	9	13	1	-	1	-
%	35.6	22.2	40.0	57.1	20.0	20.6	2.2	-	2.2	-
No. III.11	16	11	-	1	29	51	-	-		
%	35.6	17.5	-	1.6	64.4	81.0	-	-		
No. III.12	1	10	1	10	42	43	1	-		
%	2.2	15.9	2.2	15.9	93.3	68.3	2.2	-		
No. III.13	44	61	-	1	-	1	1	-		
%	97.8	96.8	-	1.6	-	1.6	2.2	-		
No. III.14	1	12	12	24	31	26	1	1		
%	2.2	19.0	26.7	38.9	68.9	41.3	2.2	1.6		
No. III.15	1	14	16	38	27	8	1	2	-	1
%	2.2	22.2	35.6	60.3	60.0	12.7	2.2	3.2	-	1.6

IV VOCABULARY	DISTRACTORS							
	a.		b.		c.		d.	
	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.	Sw.	Fi.
No. IV.3	-	1	-	2	-	3	45	57
%	-	1.6	-	3.2	-	4.8	100	90.5
No. IV.6	44	49	-	8	1	4	-	[illegible]
%	97.8	77.8	-	12.7	2.2	6.3	-	[illegible]
No. IV.9	7	31	3	4	1	3	34	25
%	15.6	49.2	6.7	6.3	2.2	4.8	75.6	39.7
No. IV.12	45	45	-	11	-	6	-	1
%	100	71.4	-	17.5	-	9.5	-	1.6
No. IV.15	-	8	43	48	1	-	1	7
%	-	12.7	95.6	76.2	2.2	-	2.2	11.1
No. IV.18	1	-	-	2	-	-	44	61
%	2.2	-	-	3.2	-	-	97.8	96.8
No. IV.19	13	29	22	20	6	12	4	2
%	28.9	46.0	48.9	31.7	13.3	19.0	8.9	3.2
No. IV.20	1	-	-	3	17	27	27	33
%	2.2	-	-	4.8	37.8	42.9	60.0	52.4
No. IV.21	42	58	2	2	1	3	-	-
%	93.3	92.1	4.4	3.2	2.2	4.8	-	-
No. IV.22	35	40	5	15	3	6	2	2
%	77.8	63.5	11.1	23.8	6.7	9.5	4.4	3.2
No. IV.24	3	2	41	59	-	2	1	-
%	6.7	3.2	91.1	93.7	-	3.2	2.2	-
No. IV.26	39	57	3	4	3	1	-	1
%	86.7	90.5	6.7	6.3	6.7	1.6	-	1.6
No. IV.27	-	1	6	12	1	3	38	47
%	-	1.6	13.3	19.0	2.2	4.8	84.4	74.6
No. IV.29	35	48	1	1	8	9	1	5
%	77.8	76.2	2.2	1.6	17.8	14.3	2.2	7.9
No. IV.30	2	-	28	49	2	9	13	5
%	4.4	-	62.2	77.8	4.4	14.3	28.9	7.9

APPENDIX 7

Section IV. Vocabulary.

Completion items with translation clues.

The list below contains all the answers, correct as well as incorrect, made by Finnish and Swedish entrants in the English entrance test of 1974. The N columns stand for number (in absolute figures) and the columns marked with % indicate how many per cent each answer is of the total language group. The answers that have been interpreted as correct are underlined.

	Sw.		Fi.	
Item IV.1	N	%	N	%
business	14	31.1	40	63.5
shop	19	42.2	14	22.2
store	6	13.3	3	4.8
firm	5	11.1	6	9.5
merchandise	1	2.2	-	-
	45	100	63	100
Mis-spellings				
busynes	1	2.2	-	-
busines	-	-	3	4.8
bussines	-	-	3	4.8

	Sw.		Fi.	
Item IV.2	N	%	N	%
fluently	22	48.9	46	73.0
fluent	1	2.2	-	-
flowingly	2	4.4	-	-
(very) well	3	6.7	4	6.3
without any difficulties	1	2.2	1	1.6
excellently	1	2.2	-	-
smoothly	1	2.2	1	1.6
fluidly	1	2.2	-	-
properly	1	2.2	-	-
currently	-	-	1	1.6
perfectly	1	2.2	-	-
correctly	-	-	2	3.2
flewingly	1	2.2	-	-
clearly	-	-	1	1.6
flewaintly	-	-	1	1.6
floatingly	3	6.7	-	-
flowently	1	2.2	-	-
without any effort	1	2.2	-	-
fleetingly	1	2.2	-	-
fluctually	-	-	1	1.6
without hesitation	-	-	1	1.6

Item IV. 2 (cont.)	Sw. N	Sw. %	Fi. N	Fi. %
with no awkwardness	-	-	1	1.6
fleeing	-	-	1	1.6
quickly	-	-	1	1.6
influently	-	-	1	1.6
no answer	4	8.9	-	-
	45	100	63	100
Mis-spellings				
flyently	-	-	2	3.2

Item IV.4	Sw. N	Sw. %	Fi. N	Fi. %
forms	15	33.3	10	15.9
applications	2	4.2	2	3.6
formulars	6	13.3	3	4.8
sheet (s of) paper	4	8.9	-	-
papers	5	11.1	7	11.1
sheet (s)	3	6.7	8	12.7
blankets	3	6.7	17	27.0
blanches	-	-	1	1.6
blaque	-	-	1	1.6
extracts	1	2.2	-	-
formulas	-	-	3	4.8
blanks	1	2.2	-	-
application sheet	-	-	1	1.6
fillings	-	-	1	1.6
notes	-	-	1	1.6
official papers	-	-	2	3.2
plocks	-	-	1	1.6
bills	1	2.2	1	1.6
formels	-	-	1	1.6
scedulas	-	-	1	1.6
no answer	4	8.9	2	3.2
	45	100	63	100
Mis-spellings				
peipers	-	-	1	1.6
sheats	-	-	1	1.6
blancets	3	6.7	5	7.9
blanquetts	-	-	1	1.6

Item IV.5	Sw. N	Sw. %	Fi. N	Fi. %
mortal	30	66.7	30	47.6
deadly	3	6.7	3	4.8
not alive for eternities	1	2.2	-	-
dying	1	2.2	10	15.9
dyable	2	4.4	1	1.6

Item IV.5 (cont.)	Sw. N	Sw. %	Fi. N	Fi. %
one who is not to die	-	-	1	1.6
to die	1	2.2	3	4.8
not eternal	1	2.2	-	-
dieing	1	2.2	1	1.6
mortable	1	2.2	2	3.2
human	-	-	2	3.2
bound to die	-	-	1	1.6
dieable	-	-	3	4.8
deadful	-	-	2	3.2
a dieing being	-	-	1	1.6
dyly	-	-	1	1.6
memorial	-	-	1	1.6
no answer	4	8.9	1	1.6
	45	100	63	100

Item IV.7	Sw. N	Sw. %	Fi. N	Fi. %
exercise	25	55.6	12	19.0
training	4	8.9	-	-
gymnastics	1	2.2	-	-
motion (s)	8	17.8	33	52.4
movement	-	-	10	15.9
moving	1	2.2	4	6.3
action	1	2.2	1	1.6
sort of sporting	1	2.2	-	-
thing to get better condition	-	-	1	1.6
activities	-	-	1	1.6
sport	-	-	1	1.6
no answer	4	8.9	-	-
	45	100	63	100
Mis-spellings				
exercice	-	-	1	1.6
exercize	1	2.2	-	-

Item IV.8	Sw. N	Sw. %	Fi. N	Fi. %
limit	37	82.2	52	82.5
regulation	-	-	1	1.6
allowed	1	2.2	-	-
decreasing	-	-	1	1.6
confine	-	-	1	1.6
control	-	-	1	1.6
limitation	4	8.9	-	-
limiting	-	-	2	3.2
most rapid speed at our roads	1	2.2	-	-
reservation	-	-	1	1.6
no answer	2	4.4	4	6.3
	45	100	63	100

Item IV.10	Sw. N	Sw. %	Fi. N	Fi. %
saved	39	86.7	34	54.0
spared	2	4.4	26	41.3
spent	-	-	3	4.8
collected	3	6.7	-	-
investigated	1	2.2	-	-
	45	100	63	100
Mis-spellings				
speared	-	-	3	4.8

Item IV.11	Sw. N	Sw. %	Fi. N	Fi. %
indifferent	17	37.8	10	15.9
careless	11	24.4	26	41.3
nonchalant	-	-	1	1.6
unconcerned	-	-	1	1.6
uninterested	2	4.4	4	6.3
ignorant	3	6.7	3	4.8
reminiscent	1	2.2	-	-
out of minding	1	2.2	-	-
unresponsible	1	2.2	-	-
ignorable	1	2.2	-	-
idle	1	2.2	-	-
alufe	1	2.2	-	-
unneeding	1	2.2	-	-
self-indulgent	-	-	1	1.6
unawares	-	-	1	1.6
inconsiderate	1	2.2	-	-
undetermined	1	2.2	-	-
awareness	1	2.2	-	-
unwilling	1	2.2	-	-
neglecting	-	-	1	1.6
not-caring	-	-	1	1.6
unconscious	-	-	1	1.6
without caring	-	-	1	1.6
not thinking of anything or anybody	-	-	1	1.6
egal	-	-	1	1.6
uncareble	-	-	1	1.6
incessant	-	-	1	1.6
apatic	-	-	2	3.2
untouched	1	2.2	-	-
no answer	-	-	6	9.5
	45	100	63	100

Item IV.13	Sw. N	Sw. %	Fi. N	Fi. %
ankle	36	80.0	38	60.3
angle	1	2.2	6	9.5
onkle	-	-	1	1.6
wrist	2	4.4	10	15.9
wrinkle	1	2.2	1	1.6
wristle	-	-	1	1.6
wrestle	-	-	1	1.6
leg	-	-	1	1.6
foot	1	2.2	1	1.6
nilc	1	2.2	-	-
no answer	3	6.7	3	4.8
	45	100	63	100
Mis-spellings				
whrist	1	2.2	-	-
ancle	14	31.1	12	19.0
anckle	-	-	4	6.3

Item IV.14	Sw. N	Sw. %	Fi. N	Fi. %
cancel	15	33.3	21	33.3
call off	2	4.4	8	12.7
give up	-	-	1	1.6
conceal	-	-	2	3.2
councel	1	2.2	1	1.6
councle	1	2.2	-	-
council	2	4.4	-	-
concell	-	-	1	1.6
annulate	1	2.2	2	3.2
anulate	1	2.2	-	-
withdraw	-	-	1	1.6
resist	1	2.2	-	-
inhibate	1	2.2	-	-
back	2	4.4	1	1.6
return	2	4.4	2	3.2
postpone	3	6.7	-	-
recall	2	4.4	1	1.6
reorder	2	4.4	-	-
declay	-	-	1	1.6
put off	-	-	5	7.9
draw back	-	-	3	4.8
finish	-	-	1	1.6
retrain	-	-	1	1.6
schedule	1	2.2	-	-
prescribe	1	2.2	-	-
resign	1	2.2	-	-
give off	-	-	1	1.6
take off	-	-	1	1.6
say "no" to	-	-	1	1.6
unbook	-	-	1	1.6
call out	-	-	1	1.6
anorder	-	-	1	1.6
preserve	-	-	1	1.6

Item IV.14 (cont.)	Sw. N	Sw. %	Fi. N	Fi. %
deny	-	-	1	1.6
abolish	-	-	1	1.6
no answer	6	13.3	2	3.2
	45	100	63	100
Mis-spellings				
cancell	1	2.2	5	7.9
cansel	1	2.2	1	1.6
put of	-	-	1	1.6

Item IV.16	Sw. N	Sw. %	Fi. N	Fi. %
factory	42	93.3	46	73.0
mill	-	-	2	3.2
plant	-	-	1	1.6
fabric	2	4.4	3	4.8
works	-	-	5	7.9
workshop	-	-	1	1.6
industry	1	2.2	-	-
industrial unit	-	-	1	1.6
firma	-	-	1	1.6
firm	-	-	1	1.6
manufacture	-	-	1	1.6
no answer	-	-	1	1.6
	45	100	63	100
Mis-spellings				
faktory	-	-	1	1.6
fa	-	-	1	1.6

Item IV.17	Sw. N	Sw. %	Fi. N	Fi. %
bachelor	31	68.9	42	66.7
single man	2	4.4	2	3.2
an unmarried man	2	4.4	1	1.6
jolly boy	1	2.2	-	-
free man	-	-	1	1.6
wifeless	-	-	1	1.6
lonely wolf	-	-	1	1.6
mate	1	2.2	-	-
young guy	-	-	1	1.6
young man	1	2.2	1	1.6
young fellow	1	2.2	-	-
not married man	1	2.2	1	1.6
widower	1	2.2	-	-
chancellor	-	-	1	1.6
single	-	-	1	1.6
an old boy	-	-	2	3.2

Item IV.17	Sw. N	Sw. %	Fi. N	Fi. %
willow	-	-	1	1.6
youngboy	-	-	1	1.6
single one	-	-	1	1.6
unmarried	-	-	2	3.2
no answer	4	8.9	3	4.8
	45	100	63	100
Mis-spellings				
bacelor	1	2.2	-	-
butchelor	1	2.2	1	1.6
barchelor	1	2.2	4	6.3
bachalor	-	-	1	1.6
batchelor	3	6.7	4	6.3
butcheler	-	-	2	3.2
batchler	1	2.2	2	3.2
barchellor	-	-	1	1.6
buchelor	-	-	1	1.6
bancelor	-	-	1	1.6
butchellor	-	-	1	1.6
barchelour	-	-	1	1.6
barcelor	-	-	1	1.6

Item IV.23	Sw. N	Sw. %	Fi. N	Fi. %
invented	40	88.9	47	74.6
discovered	2	4.4	5	7.9
made	1	2.2	-	-
created	1	2.2	-	-
found out	1	2.2	3	4.8
explored	-	-	1	1.6
found up	-	-	1	1.6
found	-	-	2	3.2
designed	-	-	1	1.6
investigated	-	-	1	1.6
covered	-	-	1	1.6
no answer	-	-	1	1.6
	45	100	63	100
Mis-spellings				
descovered	-	-	1	1.6

Item IV.25	Sw. N	Sw. %	Fi. N	Fi. %
knit (ted)	42	93.3	40	63.5
crochet	1	2.2	-	-
needle	-	-	1	1.6
stitch	-	-	1	1.6
spin	-	-	1	1.6
stick	-	-	5	7.9

Item IV.25 (cont.)	Sw. N	Sw. %	Fi. N	Fi. %
sew	-	-	3	4.8
make	2	4.4	-	-
sow	-	-	1	1.6
weave	-	-	6	9.5
wear	-	-	1	1.6
knick	-	-	1	1.6
wave	-	-	3	4.8
	45	100	63	100
Mis-spellings				
nit	3	6.7	-	-

Item IV.28	Sw. N	Sw. %	Fi. N	Fi. %
logs	12	26.7	18	28.6
timber	8	17.8	5	7.9
lumber	3	6.7	1	1.6
palls	1	2.2	-	-
poles	1	2.2	-	-
wood(s)	6	13.3	8	12.7
weeds	1	2.2	-	-
piles	-	-	1	1.6
stock(s)	7	15.6	18	28.6
woodstocks	-	-	1	1.6
stockings	-	-	1	1.6
beams	1	2.2	-	-
props	1	2.2	1	1.6
blocks	-	-	1	1.6
sticks	1	2.2	1	1.6
barrels	1	2.2	1	1.6
bars	-	-	2	3.2
big stams	-	-	1	1.6
birchwood	-	-	1	1.6
lodges	-	-	1	1.6
no answer	2	4.4	1	1.6
	45	100	63	100
Mis-spellings				
stocs	1	2.2	-	-

A SELECT BIBLIOGRAPHY OF ERROR ANALYSIS AND RELATED TOPICS

by Rolf Palmberg

This is a select bibliography of error analysis and related topics, i.e. contrastive linguistics, language acquisition and language learning, language teaching, and language testing, together with a list of bibliographies at the end. The prime purpose of this bibliography is to serve as a first guide to students working on degree essays and pro gradu theses.

A rough classification of items has been attempted. Such divisions are, needless to say, rather subjective (there are certainly items of which it could be argued that they do not fit the heading I have chosen to give them). Also, one must bear in mind that any classification of this kind is bound to include a great deal of overlap; in fact, more than half of the items come up under two or more headings.

The items have been arranged alphabetically within each section and also enumerated in order to make reference easier. Example:

24 CORDER, S P (1974) "Error Analysis" in 1, 122-154

means that this item (number 24) is found in item number 1, pages 122-154.

Abbreviations of Journals and Publications

AFTIL	Engelska institutionen vid Åbo Akademi publikationer
A-VLJ	Audio-Visual Language Journal
BJDC	British Journal of Disorders of Communication
BSE	Brno Studies in English
CAL-ERIC/CLL	Center for Applied Linguistics - Educational Resources Information Center / Clearinghouse on Language and Linguistics
CJL	Canadian Journal of Linguistics
CS	Child Study
DaF	Deutsch als Fremdsprache
E&C	Education and Culture
EI	English for Immigrants
ELT	English Language Teaching Journal
ERIC	Educational Resources Information Center Reports
FLA	Foreign Language Annals
GL	General Linguistics
GUME	Rapporter från Göteborgs Universitet
HECLP	The Hungarian-English Contrastive Linguistics Project, Working Papers

IGvS	Inostrannye Gazyki v Shkole
IJAL	International Journal of American Linguistics
IL	The Incorporated Linguist
IRAL	International Review of Applied Linguistics
ITL	Review of the Institute of Applied Linguistics, Leuven
JC	Journal of Communication
JEP	Journal of Educational Psychology
JER	Journal of Educational Research
JESL	Journal of English as a Second Language
JVLVB	Journal of Verbal Learning and Verbal Behavior
L&D	Linguistik und Didaktik
LgS	Language Sciences
Ling.B	Linguistische Berichte
Ling.I	Linguistic Inquiry
Ling.R	The Linguistic Reporter
LL	Language Learning
LLBA	Language and Language Behavior Abstracts
L&S	Language and Speech
LTLA	Language Teaching & Linguistics: Abstracts
MLJ	Modern Language Journal
MS	Moderna Språk
MUP	Projekt MUP (Mål,Undervisning,Prov) Rapporter, Göteborg
NS	Die Neueren Sprachen
PAKS	Projekt für angewandte kontrastive Sprachwissenschaft: Arbeitsberichte, Stuttgart
PID	Pädagogisches Institut Düsseldorf
PIE	Rapporter från engelska institutionen, Stockholms Universitet
PnU	Praxis des neusprachlicher Unterrichts
QJS	Quarterly Journal of Speech
RELC	The Regional English Language Centre Journal
RILA	Rassegna Italiana di Linguistica Applicata
RRL	Revue roumaine de linguistique
SAP	Studia Anglica Poznaniensia
SECS	Swedish-English Contrastive Studies, Reports, Lund
SJER	Scandinavian Journal of Educational Research
SJP	Scandinavian Journal of Psychology
SL	Studia Linguistica
SM	Speech Monographs
SovPs	Soviet Psychology
S&P	Schule und Psychologie

SPRENG	Projektet språkfärdighet i engelska, rapporter från Göteborgs Universitet
SRAZ	Studia Romanica et Anglica Zagrebiensia
TENC	Teacher Education in New Countries
TES	The Times Educational Supplement
TESOL Q	TESOL Quarterly
TUP	Tyskans Universitetspedagogik, rapporter från Stockholms Universitet
UKOV	Uusien kielten opettajien vuosikirja
VIA	Suomen englanninkielen opettajien yhdistyksen julkaisuja
WZHU	Wissenschaftliche Zeitschrift der Humboldt Universität zu Berlin
YPL	York Papers in Linguistics
ZD	Zielsprache Deutsch
ZDL	Zeitschrift für Dialektologie und Linguistik
ZPSK	Zeitschrift für Phonetik, Sprachwissenschaft, und Kommunikationsforschung

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